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Thematic Grade Two

Module 9B: The Wonders of Nature



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

**Grade Two Thematic
Module 9B: Day 10 to Day 18**

The Wonders of Nature



Grade Two Thematic
Module 9B: The Wonders of Nature
Day 10 to Day 18
Student Module Booklet
Learning Technologies Branch
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The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Student Module Booklet.

This document is intended for	
Students	
Teachers	
Administrators	
Home Instructors	
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lth>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Welcome to Grade Two Thematic

Do you sometimes think about all the people you see and wonder what they do while you're in school?

Have you ever wondered what children in other countries in the world do for fun? Do you think they learn about the same things you do?

Have you ever tried to make something float on water, but it kept sinking? Did you ever wonder how magnets work, how to make a map, or why you have to brush your teeth every day?

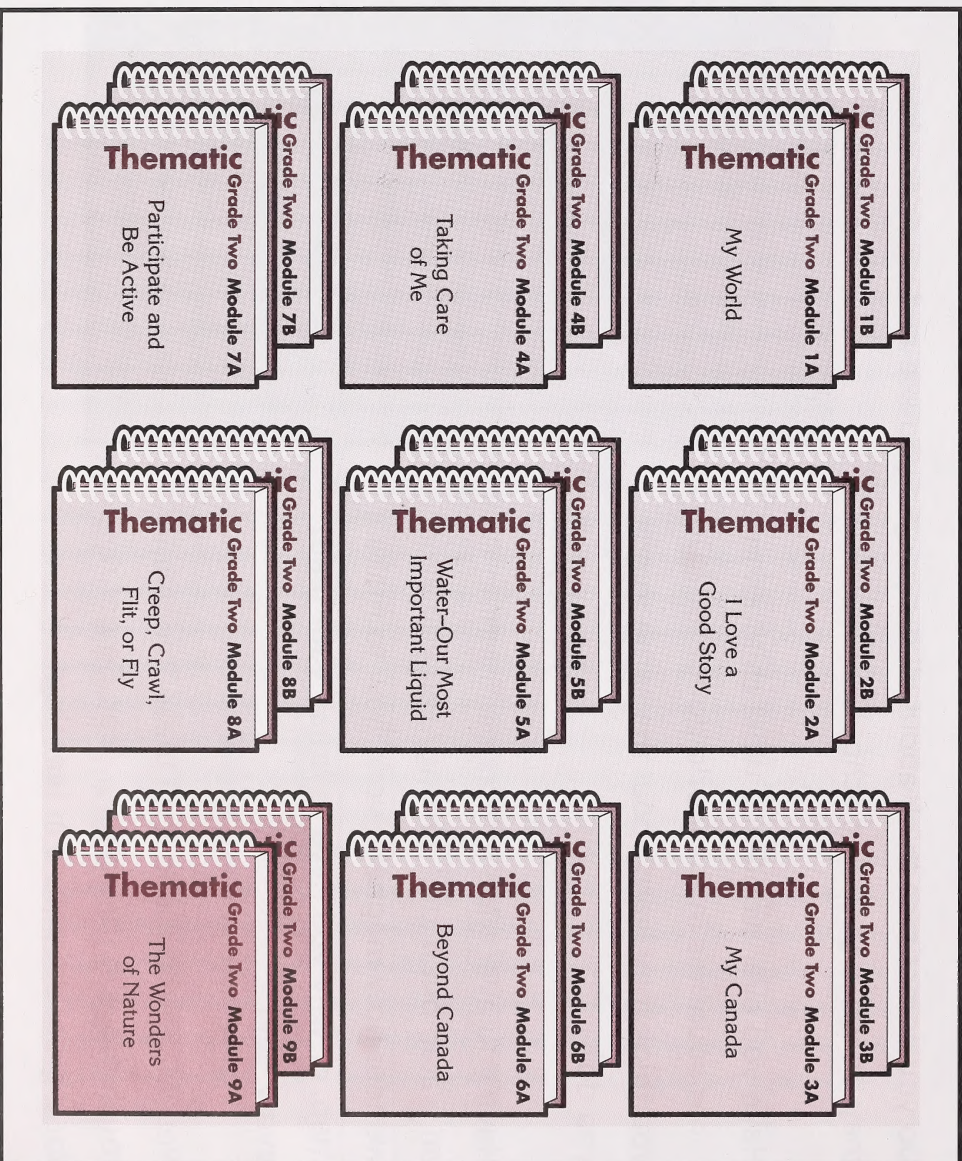
You will find out about all these things and much more in the coming year. So get ready for a great adventure in learning!



Read all the text to the student as he or she follows along.

Go over the diagram with the student. Read the title of each Student Module Booklet and briefly discuss what it might be about. Tell the student that he or she will write assignments after certain lessons. These assignments will be sent to the teacher to be marked.

Look at the books on this page. They show the different, fun things you will be working on throughout the year. Your home instructor will tell you all about the books you will be using this year.

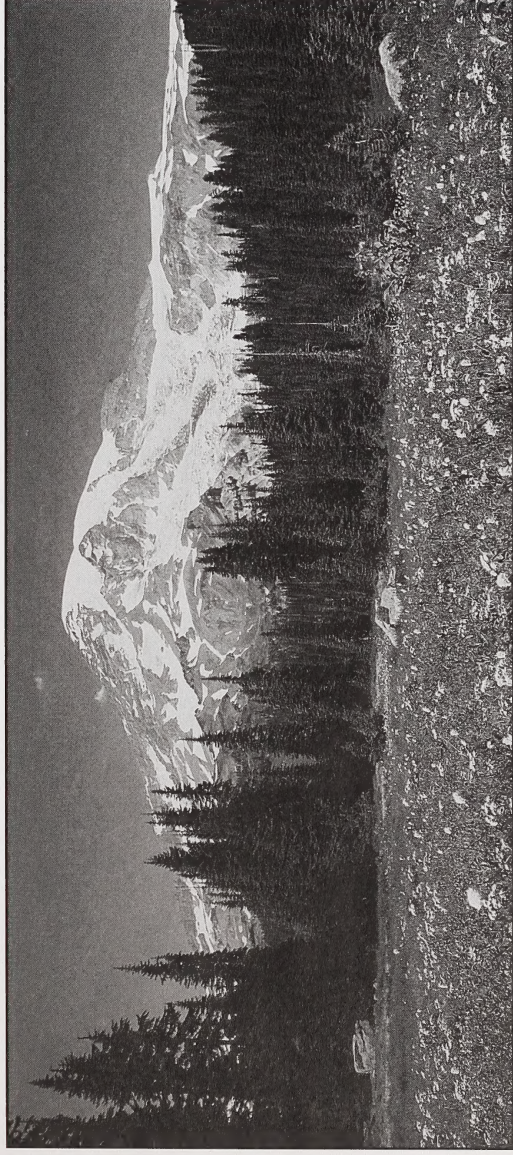


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The Wonders of Nature



You're going to learn about the wonders of nature. Some of the wonders you will be studying are wind, rain, water, and storms. In Module 9B, you will learn about the wonders of bats!

You will read fascinating stories and reports about the environment and the power of nature. You'll find out why it is so important to save our natural environment and how you can help to protect it.

Get ready to explore the wonders of nature!

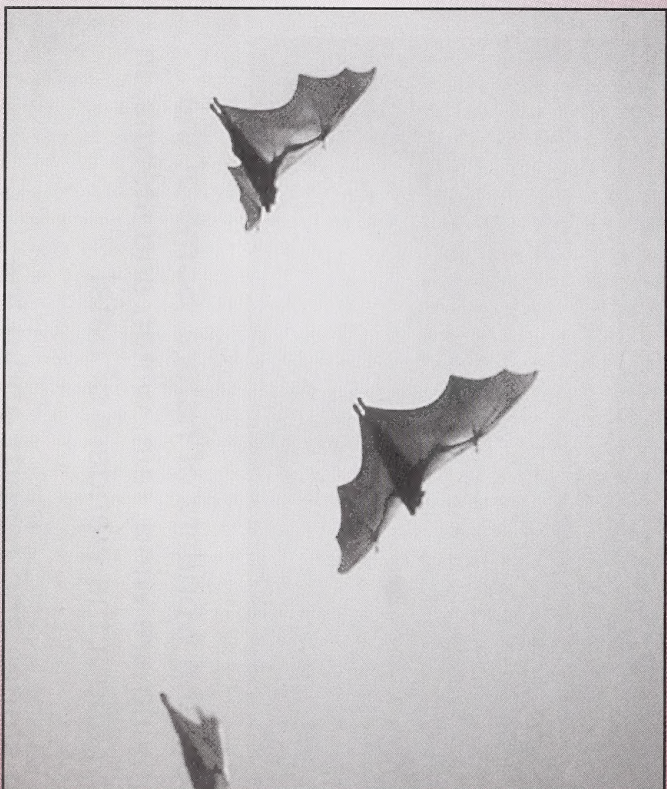
Module 9B: The Wonders of Nature

Read the text to the student while he or she follows along, or the student may read the text aloud on his or her own.



Day 10: Amazing Bats

Bats are amazing animals. Bats can fly, but they are not birds. They're a wonder of nature. You will learn why in this module.



Calendar Time

Follow the daily procedure.



Work on Module 9: Day 10.

Journal Time

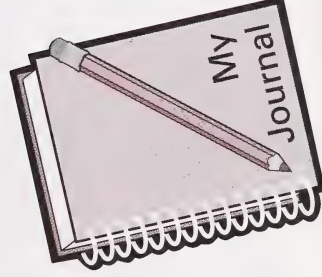


Take out your journal. Turn to the **Personal Writing** section.

Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.

Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.



Assist the student with selecting a topic as needed.



Sound Effects



Take out the book *Feel the Power*.

Read “Ruby’s Storm” aloud.

Read these sentences aloud.

Ruby dropped a cup at Grampa’s house and it smashed on the floor.

Grampa lit a match to light the candle. The flame sizzled as he struck the match on the matchbox.



As you read the sentences, can you “hear” the cup smashing?

Circle **Yes** or **No**. Can you “hear” the match striking the

matchbox and the flame sizzling? Circle **Yes** or **No**. You

don’t really hear the sounds, but you imagine them, and they become real. Descriptive sound words can make a story very interesting to read.

Skim through page 12. What sounds did you “hear”? What sounds can you “hear” in the rest of the story?

How can the sounds you listed be made?

Find materials around your house to make the sounds in “Ruby’s Storm”. Read the story again with sound effects. As you read, your home instructor will make the sound effects. Then you take a turn making the sound effects as your home instructor reads the story.

Be careful when you are making the sounds. Be careful that the sounds you make are not so loud that they cover up the words. The audience needs to hear the story too.



A dog called Romeo barks his loud bark.

Suggest sounds such as the cups clinking, paper crunching, and the checkers clicking against each other. Go through the entire story, page by page, and discuss the sounds a reader might hear. Record the sounds on chart paper. See the Home Instructor’s Guide for an example.

Suggest that some sounds can be made by copying them, such as paper crunching and cups clinking. Other sounds can be imitated, such as snapping a dish towel for awnings flapping and shaking rice in a cardboard tube for rain. Gather props to make the sounds in the story. Brainstorm what props to use for different sounds.

Have the student practise reading and making sound effects with you.



Review the points on the “Reading Aloud” chart. Have the student refer to the chart when practising. Remind the student to speak at a good pace and pitch, to pause for periods and paragraph breaks, and to speak with appropriate intensity and volume.

Assist the student with the recording. Remind the student how to use the recording equipment. Have the student record his or her name, the module number and day, and the name of the story. After the recording, play it back and let the student decide whether to re-record the reading.



Record the Story

In Module 8, you recorded a story. Record “Ruby’s Storm” the same way, but add sound effects. Do you remember the rules a good reader follows? Circle **Yes** or **No**. Review the rules on the **Reading Aloud** chart.

Practise reading the story aloud, experimenting with different sound effects. Can you add the sound of the wind and the rain? What other sound effects can you add?

Remember to

- read with expression
- speak clearly
- read at a good pace—not too quickly or too slowly
- speak at a good volume—not too loudly or too softly



When you are happy with the way the story sounds, record it.



You will send your recording to the teacher on Day 18.

Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.



Silent Reading

Enjoy your reading time.

Fun with Phonics

Read these sentences aloud. What do you notice about the two words in bold in each sentence?

After Grampa shared **one** brownie with Ruby, he **won** at checkers.

The wind **blew** the clouds across the **blue** sky.

Refer to the Home Instructor's Guide for more information about this activity.

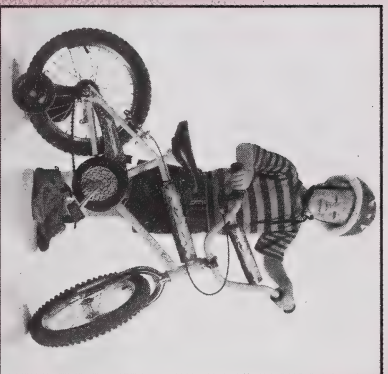
Both you and the student read silently for ten minutes.

Have the student answer the question orally. Guide the student to say that the two bolded words in each sentence sound alike but have different spellings and meanings.



Review that homonyms are words that sound alike but have different spellings and meanings. *Sew* and *so* are homonyms.

Refer to the Home Instructor's Guide for the dictation sentences.



Check the spelling, punctuation, and circled words with the student.

You're going to write sentences with **homonyms**. Your home instructor will dictate some sentences. Print the sentences on the lines. Each sentence has two homonyms or words that sound alike but have different spellings and meanings. Use yellow to circle the homonyms in each sentence.

1. _____

2. _____

3. _____

4. _____

The Homonym Concentration Game

Find the cards for the Homonym Concentration Game in the Appendix and have the student help you cut them out. Mix them up and arrange them face down in four rows of six. The student turns two cards over. If they match and if the student reads them both correctly, he or she gets to keep them and to turn over two more cards. If not, the cards are replaced and the next player (you) takes a turn. The player with the most cards wins. Play the game several times.



Play the Homonym Concentration Game. Help your home instructor cut out the cards and place them in four rows. Take turns with your home instructor to find two matching cards. When you find a match, if you read the sentences on both cards correctly, you can keep them. Try to get as many cards as you can. Have fun!

Have the student share everything he or she knows about bats. Record the information on the board.

Batty About Bats

What do you know about bats? Do you know where they live? What do they eat? What do they look like?

Did you know that if you were a bat, you could

- stay up all night
- hang by your thumbs
- hang upside down by your toenails
- fly in the dark and not bump into anything
- live in caves

Bats are fascinating creatures. They are nothing to be afraid of. Bats are shy and intelligent. They are among the most helpful animals on Earth.

The scientific name for bats is **chiroptera**. Does that sound like the name of a dinosaur? Some types of bats have been around for over 55 million years! **Chiroptera** means "hand-wing."



Bats are **mammals**. Do you know what a mammal is?

Circle **Yes** or **No**.

Mammals are animals that

- are **warm-blooded**
- drink their mother's milk
- have hair (at least a little)
- have a backbone

Most mammals also

- have teeth
- give birth to live young instead of hatching them from eggs

People are mammals. So are dogs, horses, cats, elephants, mice, rabbits, dolphins, and many other kinds of animals.



Warm-blooded means that an animal's blood stays about the same temperature regardless of the surrounding air or water.

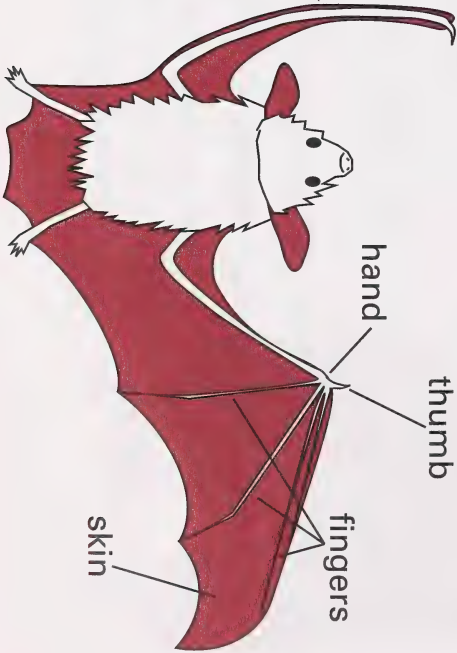
Complete the following chart by checking off the items that are true for each animal. Then answer yes or no in the last column.

Is It a Mammal?

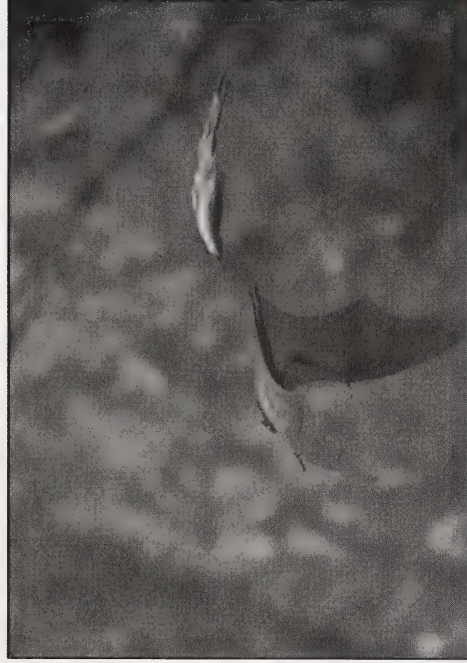
	Warm Blooded	Mother's Milk	Hair	Backbone	Teeth	Live Young	Is It a Mammal?
boy							
spider							
fish							
bird							
whale							

Birds aren't mammals because they don't have hair or drink their mother's milk. Birds hatch their babies from eggs. Although bats can fly, they are not birds.

Bats are the only mammals that can fly. Bats fly with their hands! Webbed hands are the front of their wings. The wings are made of thin, elastic skin that stretches across their long fingers and to their legs or sides.



Have you ever seen a bat? Circle **Yes** or **No**. You won't see them during the day because most bats are **nocturnal**. That means they come out at night. You might have seen bats flying in the evening, just as the sun was setting, and not have even known they were bats.



There are 1000 different kinds of bats. They live everywhere on Earth except in very cold spots like the Arctic and the Antarctic.

Show the student the Arctic and Antarctica on the globe.

As you look at each bat with the student, point to the continent it comes from on the globe or a map of the world.

Look at these drawings of different bats. They are just a few of the many that live around the world.

Asia



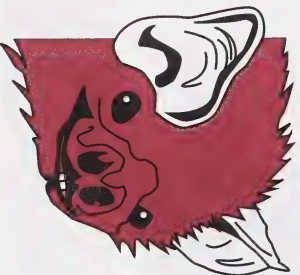
Horseshoe Bat

Africa



Crested Bat

South America



Vampire Bat

Australia



Ghost Bat

On the map of the world, print the name of the bat on the continent it comes from. Use the globe or an atlas to help you.



Visit a library with your home instructor. Find and borrow books and videos about bats. Bring them home and explore the world of bats.

Help the student locate the continents on this map and print the name of the bat across the appropriate continent.

Take the student to the library to look for material about bats if you haven't already.



Use a search engine such as www.yahooigans.com or www.google.com and search *bats*.

Refer to the Home Instructor's Guide for more information about the websites.

Refer to the Home Instructor's Guide for more information about this activity.



Turn to Assignment Booklet 9B and complete Day 10: Learning Log. Have the student include his or her comments.



You could also use the computer at the library to look at these excellent bat websites:

- <http://www.cccoe.k12.ca.us/bats>
- <http://www3.gov.ab.ca/srd/fw/bats/intro.html>



Enrichment (optional)

If you have time, you may want to do an extra activity.

Looking Back

What was easy to do today? Why? What was difficult? Why?

What did you learn about using sound effects on a recording that will make it easier next time?

Did you learn anything about bats that surprised you? What was it?

What else would you like to find out about bats?

Story Time

Relax and enjoy the story!

Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Read “Ruby’s Storm”.
- Play the recording you made.
- Tell what you learned about bats.
- Show where different bats live using a globe or atlas.



Day 11: Bat Snacks

Like many mammals, including you, bats eat all kinds of things. Today, you'll find out what they eat. Look at these pictures to see some bat snacks.

You're going to learn a fun new dance today too.



Calendar Time

Follow the daily procedure.



Work on Module 9: Day 11.

Music and Movement



You're going to learn a new dance.
It's called "Ballin' the Jack."

Listen carefully to the words in each line of the song as your home instructor reads them. Do the movements described in each line of the **lyrics**. Lyrics are the words to a song.



Find the lyrics for "Ballin' the Jack" on page 59 of the *Music and Movement in the Classroom* booklet. Read the lyrics aloud and ask the student to try each movement.

Explain to the student that the original song and dance "Ballin' the Jack" was written in 1913. It became very popular all across the United States. There are stories that the song was sung by African-Americans while laying railroad lines. The *jack* was a common name for a locomotive, and *ballin'* was the trainman's hand gesture to "highball it," which meant *go faster* or *have fun*. The lyrics have changed somewhat from the original.

Explain that some of the words have letters missing, as in '*em* and *lovin'*. These letters are replaced by an apostrophe. The song reflects how people speak informally sometimes, when the words aren't said according to the dictionary pronunciations.

Practise the movements slowly in sequence. Show how the movements are done as the student watches and reads the lyrics.

Play "Ballin' the Jack" on *Music and Movement in the Classroom* CD #2. Lead the student in performing the movements in time with the music. Repeat several times.

Remind the student to do the usual vocal warm-up exercises. Play the song again. Follow the text and sing the words with the student.

Dance to the song with the student.

Practise the movements slowly. Read the lyrics aloud as you watch your home instructor do the movements to the song.

Now you're ready to do the "Ballin' the Jack" dance!

Warm up your voice; then sing along to the song.

Can you do the dance and sing the song at the same time? Try it.



A Pictorial Story Map



Take out the book *Feel the Power*.

Read "Ruby's Storm" aloud.

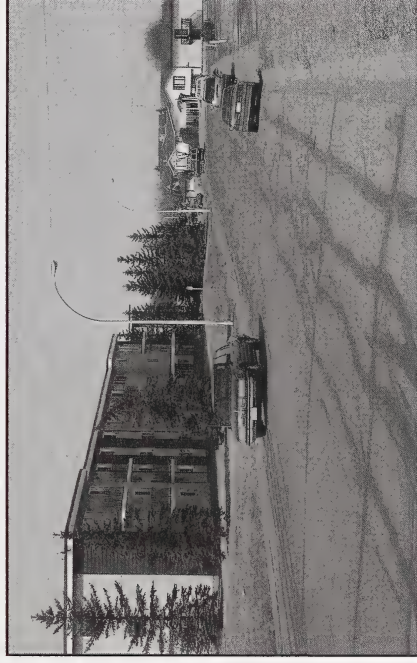


Take out a long (21.5 cm × 35.5 cm) sheet of paper.

Make a story map with pictures showing Ruby's journey to her grampa's house. Draw all the places Ruby passed on her way.



You will send your story map to the teacher on Day 18.



Have the student make a simple pictorial story map of Ruby's journey to her grampa's house as described in the story. Make sure the student labels the places (see the Home Instructor's Guide for an example). Encourage the student to refer to the story to make sure all the events are pictured on the map.

Write Your Own Recount

Turn to the Contents page of *Feel the Power*. Find "Ruby's Storm" on the page. What kind of text is it? Do you remember what a **recount** is? Circle **Yes** or **No**. What is it?

Guide the student to say that "Ruby's Storm" is a recount. Review that a recount is a retelling of something that happened. Go over the features listed in the box with the student.

Have the student list all the features in the recount "Ruby's Storm."

With the student, think of a shared experience such as a walk in the park, a play, a visit, or a performance. Guide the student in planning the recount with the following questions: Where did you go? What did you do? When did you do it? Why did you do it? What happened first? What happened next? What happened at the end? Record the student's responses on the board. See the Home Instructor's Guide for an example. In addition to the features listed, a recount uses past tense words. As you write the recount, use the past tense and explain to the student that you are doing so.



A recount, like many stories, has the features listed in the box below.

Does "Ruby's Storm" have all the features of a recount?

Circle  **Yes** or  **No**. Talk about each feature in "Ruby's Storm."

A recount

- has a title
- has a beginning that tells
 - what
 - where
 - when
 - why
 - who
- tells events in order
- has an ending

You're going to write a recount. What are some interesting things you have seen or done lately?

Talk about your experience. Think about the order of the events.

Now you're ready to write your recount.

Remember to give your recount a title. Choose one event from your recount to illustrate.



You will send your illustrated recount to the teacher on Day 18.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Break for lunch.



Silent Reading

Enjoy your reading time.

Have the student write the recount using the ideas from the board. If the student needs help, work with him or her to begin the writing. Make sure the student's recount includes a title, a beginning, sequenced events, and an ending.

Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.

Have the student answer the question orally. Guide the student to say that, in order, the bolded words are **antonyms**, **homonyms**, **synonyms**.

Review that antonyms are opposites; synonyms are alike in meaning; and homonyms sound alike but have different spellings and meanings.

Fun with Phonics

Read these sentences aloud. What do you notice about the two words in bold in each sentence?

It was **cool** outside and toasty **warm** inside.

Grampa **flew** home because he had the **flu**.

Ruby put the **little** cups on Grampa's **small** table.

Antonym	Words have opposite meanings.
Homonym	Words sound the same, but have different meanings. They are usually spelled differently too.
Synonym	Words have the same meanings.

You're going to write sentences with **antonyms**, **homonyms**, and **synonyms**. Your home instructor will dictate some sentences. Print the sentences on the lines.

- Circle the antonyms with red.
- Circle the synonyms with blue.
- Circle the homonyms with green.

1. _____
- _____
- _____
2. _____
- _____
- _____
3. _____
- _____
- _____
4. _____
- _____
- _____

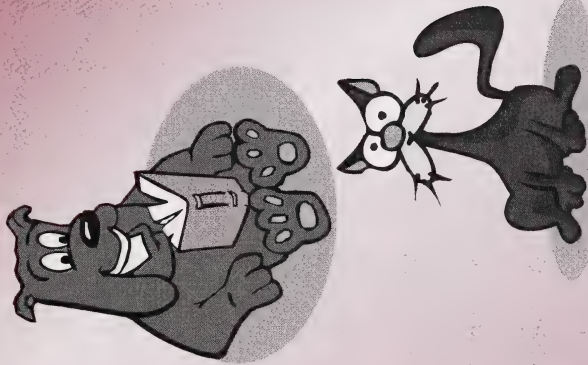
More About Bats

Here are some bat riddles.

Bat Riddles

Which bat knows its ABCs?
The alpha-bat, of course!

What game do baby bats like to play?
Batty cake, batty cake!



Check the spelling, punctuation, and circled words with the student.

Explain the riddles if the student doesn't understand them.

Before beginning today's lesson, review the lesson from Day 10:

- Bats are mammals.
- They are the only mammals that fly.
- Their wings are really skin stretched across their fingers and to their legs or sides.
- They live everywhere on Earth except in the polar regions.

What did you learn about bats in Day 10?

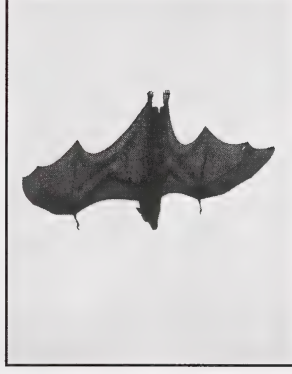
In the world of bats, **megabats** have a wing size larger than their body size, and **microbats** have a wing size smaller than their body size. Read the following chart to compare megabats and microbats.

	Megabats	Microbats
Wings	A megabat's wings are larger than its body.	A microbat's wings are smaller than its body.
Habitat	<ul style="list-style-type: none"> • Megabats live in hot places like Australia and Africa. • Megabats like the rainforests of the tropics. 	<ul style="list-style-type: none"> • Microbats live all over the world, including Canada.
Food	<ul style="list-style-type: none"> • Most megabats eat fruits such as bananas, papayas, figs, and mangoes. • Some megabats drink nectar from flowers. • Some megabats eat flower petals too. 	<ul style="list-style-type: none"> • Most microbats eat insects such as moths, mosquitoes, and flies. • Some microbats eat fish, frogs, small birds, lizards, mice, beetles, spiders, and even other small bats.
Faces	Megabats have long thin faces to put into flowers to drink nectar.	Microbats need short faces with strong jaws to catch insects.

The little brown bat is a microbat that lives in Canada. It eats moths and mosquitoes. It can eat more than 1200 mosquitoes in one hour! Bats eat half their body weight each night. Why do they eat so much? Bats' wings are made of skin. Mammals lose heat through their skin. Since bats have so much skin for their body size, they need lots of energy to stay warm. They get that energy from food.

Different Sizes

Bats vary in size. The largest bats are called "flying foxes." They can have a wingspan of two metres. They received their name because their faces resemble those of little foxes. They have large eyes and can see very well.



The world's smallest bat is the bumblebee bat of Thailand. It's only as big as a jelly bean and weighs about as much as a penny. Bat babies are called **pups**. Can you imagine how small a bumblebee bat pup must be?



Bat Faces

One of the most fascinating things about bats is their faces. There are as many different faces among bats as there are kinds of bats. Megabats need long, thin faces to put into flowers to drink nectar. Microbats need short faces with strong jaws to chomp down on the insects they love to eat.



Take out 3 sheets of 21.5 cm × 35.5 cm unlined paper.

You're going to make your own bat book. It will have bat information and bat illustrations.

Instructions

- Fold the sheets of paper in half lengthwise.
- Staple the book on the fold.
- On the cover, print Bats in big letters with a crayon.
- Number the pages, starting with page 2, on the inside cover. There will be 12 pages in total.
- On the bottom of page 2, write Bats are flying mammals.
- On the bottom of page 3, write Bats live all over the world except in the Arctic and Antarctic.
- On the bottom of page 4, write Bats can be big or small.
- On the bottom of page 5, write Some bats eat fruit. Some bats eat insects. Others eat fish, frogs, small birds, or small animals.



Assist the student with setting up the booklet.

The student may use these suggestions for illustrations or others of his or her choosing: a bat in flight for page 2; the words "Canada" and "Little Brown Bat" (or other country and bat) under a drawing of one for page 3; a large bat beside a small bat for page 4; a bat eating something for page 5.

Refer to the Home Instructor's Guide for more information about this activity.



Illustrate each page. For ideas, look at the pictures in this Student Module Booklet or in the books you have about bats. You will fill the remaining pages of your bat book later in this module.

After you have illustrated these pages, read them aloud.

Did You Know?

The tiny vampire bat of Central and South America bites into a sleeping animal and licks the blood that flows from the wound. The sleeping animal doesn't even notice.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Looking Back

How do you feel about the recount you wrote this morning? Why?

Does it have a beginning that tells what, where, when, why, and who?

Does it describe the events in the order they happened?

Does it have an ending?

Has your writing improved? Why do you think so?

Story Time

Relax and enjoy the story!



Turn to Assignment Booklet 9B and complete Day 11: Learning Log. Have the student include his or her comments.

Sharing Time

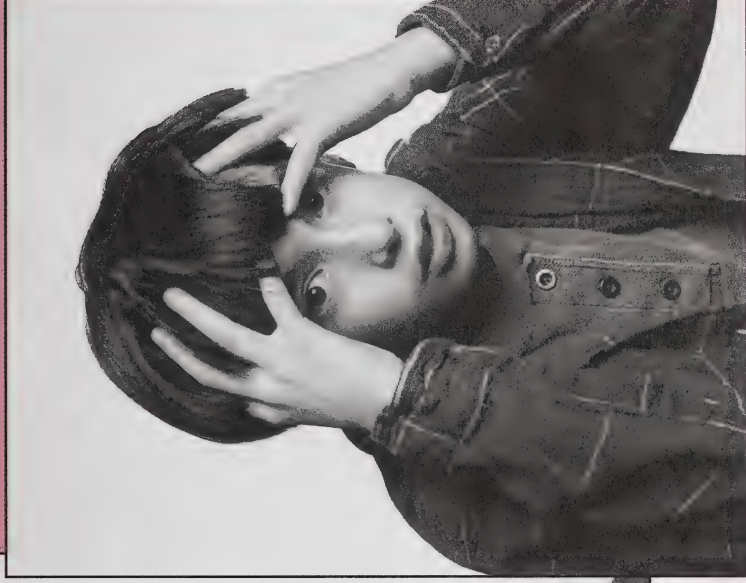
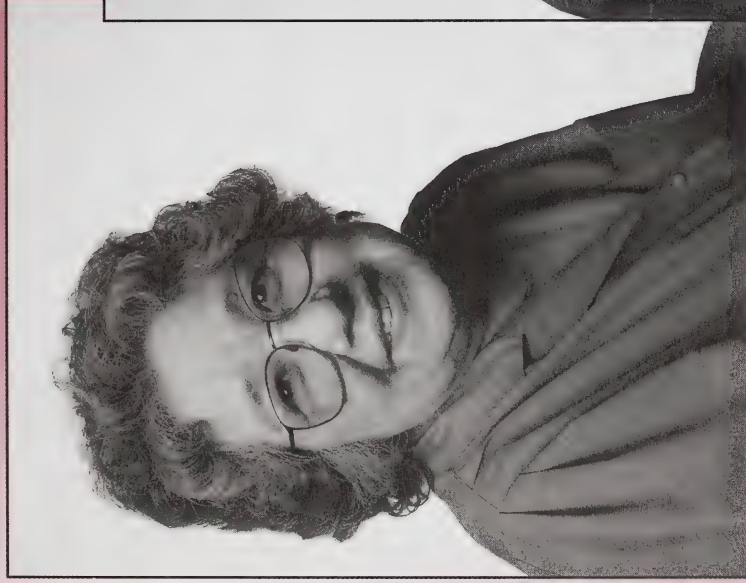
Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Play “Ballin’ the Jack” and have family members join you in performing the movements.
- Read “Ruby’s Storm.”
- Show your story map of Ruby’s journey and talk about the places she passed.
- Read your recount and show your illustration.
- Ask if anyone knows what an antonym, a synonym, and a homonym are. Give examples of each.
- Tell what you learned about bats today.



Day 12: Masters of the Night

Today you will find out why most bats come out only at night. You will also read a new story about a boy and his grandmother.



Calendar Time

Follow the daily procedure.



Work on Module 9: Day 12.

Journal Time



Take out your journal. Turn to the **Personal Writing** section.

Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about bats.

Use your *Collections Writing Dictionary* if you need help spelling a word.



Remember to print today's date at the top of the page.

Assist the student with selecting a topic as needed.

Grandparents

Do you have one or more grandparents?

Circle **Yes** or **No**. If you do, where do they live? How often do you see them? What do you do together? Do you get along with them?

You read a story about Ruby and her grandpa. You found out how much fun they had together. Today you will read another story about a child and a grandparent.



Read the title of the story that begins on the next page. Look at the pictures too. What do you think the story will be about?

Would you like it if your grandma came to live at your house? Why?

Read the story aloud and answer the questions your home instructor asks at the end.

Have the student talk about his or her grandparent(s). If the student doesn't have any, he or she can talk about an older relative or friend.

The student makes predictions about the story based on the title and the illustrations.

Ask the student to read the story aloud.



Nana Moves In

When I came home from school a few weeks ago, Mom was talking on the phone to my grandpa's doctor. After Mom hung up the phone, her eyes filled with tears. "Nana isn't doing very well," Mom said. "The doctor told me she is not eating properly. He thinks she is very lonely now that Grandpa died."

That night, Mom talked to Dad about Nana. They decided that Nana should move in with us. Mom said, "You will have to share a bedroom with your little brother. Nana will take your room."

"That's not fair!" I shouted. "Why do I have to share a room with Joey? He will mess around with my things and bother me."

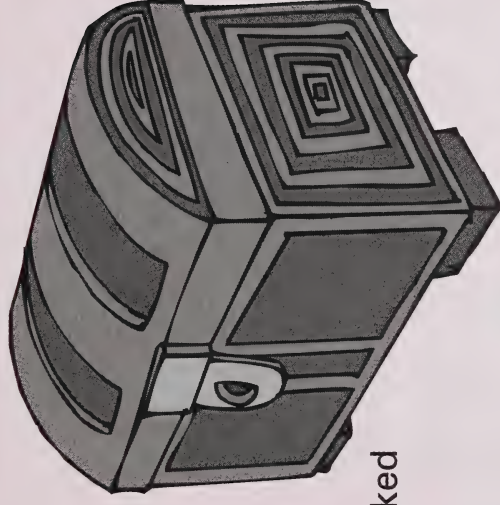
"I don't want to share my room with Aaron," said Joey. "He's too bossy!"



continued . . .

"I'm sorry," said Mom. "That is the only way we can make room for Nana. You boys will just have to make the best of it."

We moved my desk, books, and bed into Joey's room. A few days later, Nana moved in. We had to help carry her things up to my room. She had lots of old photo albums and a beautiful wooden jewel box. There was a heavy trunk too. I wondered what could be inside the trunk. It looked like a big treasure chest!



We had to make other changes in our family too. Nana had to eat special food without too much sugar. Mom stopped making chocolate chip cookies, and we always had to eat fruit for snacks. Grandma had to have a nap in the afternoon, so I had to be quiet when I came home from school. I came home with a friend one day, and Nana was sleeping in the living room. We wanted to watch a television show, but Mom chased us outside instead.

One night when we were eating supper, Nana told me to eat up my vegetables. It seemed that everything was changing because of her, and now she was telling me what to do. I said, "I don't have to listen to you. You are just a mean old lady! You took my room, and now you are bossing me around!"

continued . . .

I got into big trouble for being mean to Nana. Mom and Dad sent me to my room to think about what I had done. I felt bad after a while. It wasn't Nana's fault that she was lonely and sick. I decided that I should tell her I was sorry.

When I went to talk to Nana, she was in the kitchen washing dishes. I told her I was sorry. She said that she understood how hard it was to make changes. We talked about ways that Joey and I could get along sharing a bedroom. She agreed to nap in her room so my friends and I could use the living room after school. Nana said that she liked living with us. She said that I could talk to her about problems any time. Then she asked me if I would like to see what was in the big trunk.



The trunk really was a treasure chest! Nana had things from places all over the world. She had masks from Africa, a kimono from Japan, and a carving from Alaska. She told me interesting stories about her trips to China and Australia. There were coins, photos, and stamps from many places. She showed me some of the beautiful things in the wooden jewellery box too.

continued . . .

The next day at school, I told my teacher about some of the interesting things that Nana had shown me. The teacher asked if Nana would come to the school to help our class learn more about Africa.

Nana was happy to come. The kids in the class were as interested as I was in Nana's treasures. She told a story about her time in Africa. Everyone clapped.



The teacher asked if Nana would come back again when we studied Japan. Nana said she would come and she would wear her silk kimono. Everyone cheered. I was so proud!

After a while, I got used to Nana living at our house. We get along better now. Sometimes she helps me do my homework, or she plays cards with me. I can always go to Nana, and she will help me solve a problem. Now I think it is pretty cool to have a wise person like my Nana living with us!

Ask the questions to guide the discussion of the story.

Why was Mom unhappy at the beginning of the story?

Where did Nana move to? How did Joey and Aaron feel about that?

What did Nana bring with her when she moved in?

What changed in Aaron's family after Nana moved in? Did Aaron like these changes? How do you know?

What did Aaron do after he got angry at his grandmother?

What did Aaron's grandma have in the trunk?

Why was Aaron proud of his grandma?

Why do Aaron and his grandma get along better now?



Talk About the Story

Which character in the story did you like best? Did Nana remind you of anyone you know? Who? Did anything in the story remind you of something that happened to you? What was it? Did anything in the story surprise you? What was it? Did you like this story? Why?

Read the story silently to yourself.

What story elements does every good story have? Who are the characters in "Nana Moves In"? What is the setting? What is the problem? What events happened? What is the solution to the problem?

Complete the **Story Elements Chart** to show the story elements of "Nana Moves In."



You will send your **Story Elements Chart** to the teacher on Day 18.



Have the student answer the questions orally.

Remove the Story Elements Chart #1 from the Appendix and review what story elements are (characters, setting, problem, events, and solution). Discuss the story elements of "Nana Moves In." Help the student fill in the story chart to show the story elements.

Listen to each word as the student says it aloud. Correct the student if needed.

New Words

These words are from the story "Nana Moves In." Read them to your home instructor.

lonely

heavy

proud

box

old

Remember, if you have a hard time saying a word, use the strategies from the **Learning New Words** chart your home instructor posted for you.

Print the new words in alphabetical order.

Check that the words are listed alphabetically.





a heavy box

Print the answers to the following on the lines.

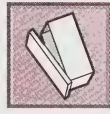
An antonym of **light** is _____.

Replace the beginning consonant in **box** with another one to name an animal. _____

An antonym of **young** is _____.

A synonym for feeling **pleased** is _____.

The root word of **lonely** is _____.



Take out five white index cards.

Print the five new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the five new words in your writing dictionary.

Check the answers with the student: *heavy; fox; old; proud; lone.*



If there are any other words from the story "Nana Moves In" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Complete Day 12: Assignment 1 in your Assignment Booklet.



A Special Family Member

Do you have a favourite grandparent or an older family member that you like?

Circle **Yes** or **No**. What makes that person special? What is something you like to do with that person?

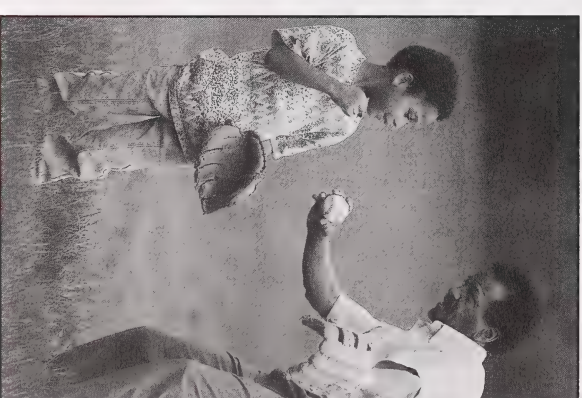


Take out lined paper.

Write about something you like to do with an older family member and tell what makes him or her special.



You will send your work to the teacher on Day 18.



Have the student share feelings about an older family member.

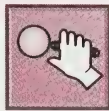


Take out unlined paper.

Draw and colour a picture of yourself with the special family member you wrote about. Write his or her name and what you are doing under your picture.



You will send your picture to the teacher on Day 18.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Break for lunch.



Silent Reading

Enjoy your reading time.

Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity.



Refer to the Home Instructor's Guide for more information about this activity.

Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

I Can Spell That

Can you spell the six new spelling words?

Circle  **Yes** or  **No**. Try it! Print the words on the lines as your home instructor says them.



Fun with Phonics

These words are from the story "Nana Moves In." Read them aloud.

talking	filled	eating	wondered
looked	sleeping	seemed	

What do you notice about the words? What is the root word of each word?

You're going to write other words with **ing** or **ed** endings.



Complete Day 12: Assignment 2 in your Assignment Booklet.

Fly by Night

Here's another bat riddle for you.

Bat Riddles

Why did the bat use mouthwash?

He had bat breath!

Guide the student to say that the words all end in either *ing* or *ed*. The root words are *talk*; *fill*; *eat*; *wonder*; *look*; *sleep*; *seem*.

Have the student go to the Assignment Booklet and write the following sentences you dictate with words that end in *ing* and *ed*.

1. Granddad played with Peter.
 2. Are you reading this book?
 3. We fixed up a box for a bat home.
 4. I like helping my Grandma.
- Explain the riddle if the student doesn't understand it.



Review the lesson from Day 11:

- Bats are either megabats or microbats.
- Megabats have wings that are larger than their body size; microbats have wings that are smaller than their body size.
- Megabats eat fruit and drink nectar from flowers; microbats eat insects and other animals.
- Megabats usually have long faces, and microbats have short faces because of the foods they eat.

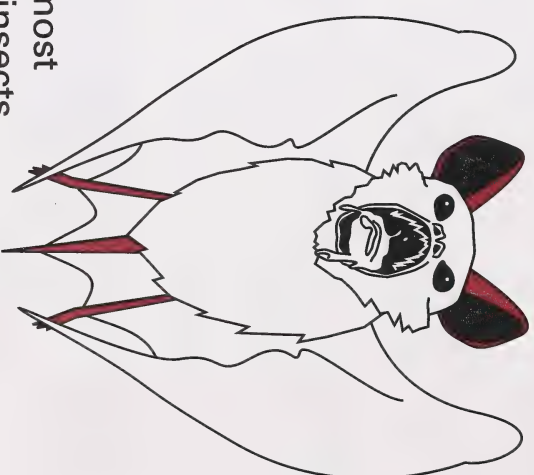
What did you learn about bats in Day 11?

Bats Galore

Did you know that there are as many bats in Canada as there are birds?

Circle **Yes** or **No**. Most people don't know that because they seldom see any bats. That's because most bats look for food at night. During the day, they sleep.

Most insects come out at night. Since most bats in Canada are microbats, they eat insects and come out at night as well.



Enemies

Can you think of another reason bats come out only at night? Circle **Yes** or **No**. When it's dark, their enemies can't see them.

Why do you think most bats are dark brown?

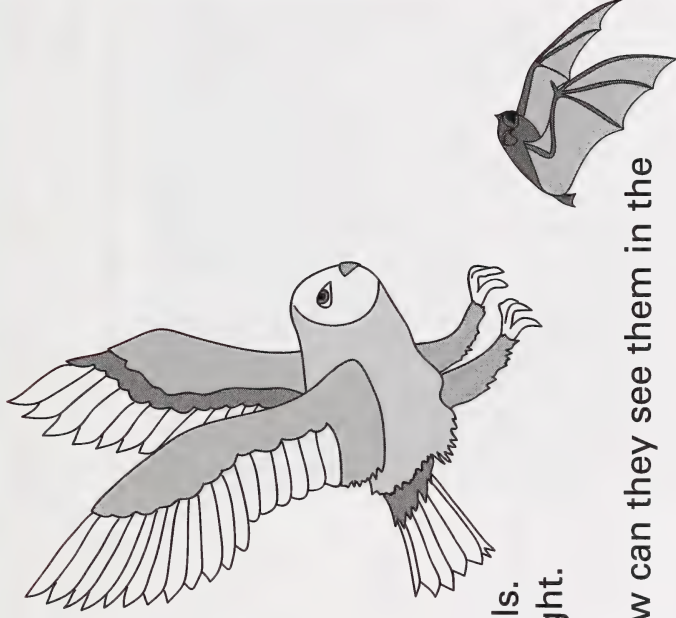
Bats have many enemies, including snakes, rats, foxes, martens, cats, and owls.

Seeing in the Dark

Bats have perfectly good eyesight. They can see during the day, just like other mammals. Bats that eat insects hunt at night.

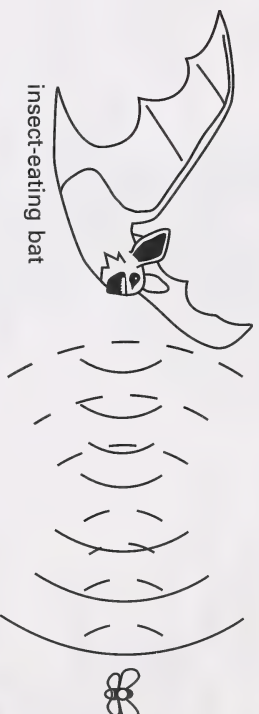
If bats hunt insects at night, how can they see them in the dark?

First a bat has to **locate** an insect. Since it can't see the insect in the dark, it sends out high-pitched squeaks that are too high for most people to hear. When the squeaks hit an insect, they bounce back like the **echo** of your voice when you shout in a valley. The bat hears the echo and finds the insect.



Guide the student to say that bats are brown so their enemies can't see them and kill them.

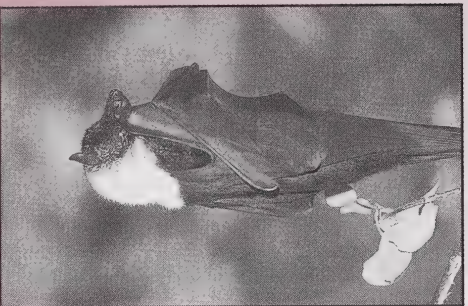
This clever trick is called **echolocation**. Look for the two words **echo** and **location** in echolocation. Only microbats or insect-eating bats use echolocation.



Insect-eating bats have large ears to hear the echo. Bats that eat fruit don't need large ears. They use their eyes and noses to find food. Compare an insect-eating bat's ears with a fruit bat's ears.



Bats' faces are designed to help with echolocation. For example, many insect-eating bats have leaf-like formations on their faces. These folds of skin are used in making echolocation calls. Look at the shapes of these interesting bat faces.





Take out your bat book.

Add the new information you learned today to your bat book.

Instructions

- On the bottom of page 6, write
Bats have many enemies.
- On the bottom of page 7, write
Bats can see.
- On the bottom of page 8, write
Bats can hear very well.

Illustrate each page. Look for ideas in this Student Module Booklet or in the books you have about bats.

After you have illustrated the pages, read your bat book aloud.



Looking Back

How do you feel about what you wrote this morning about an older family member?

Do you think your writing is improving? Why or why not?

What can you do to improve your writing?

If you are using a computer keyboard, are you getting better at it?

Did You Know?

If bats aren't eaten by other animals or killed by people, they can live up to 20 or 30 years.



Story Time

Relax and enjoy the story!

Turn to Assignment Booklet 9B and complete Day 12: Learning Log. Have the student include his or her comments.

Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Read "Nana Moves In."
- Read what you wrote about an older family member.
- Show the picture you drew.
- Spell the six module spelling words.
- Tell what you learned about bats today.
- Read the additions you made to your bat book.



Day 13: Beneficial Bats

You're going to learn how bats are beneficial—or helpful. You may be surprised by what you learn. You'll also read a report about the wonders of water.



Calendar Time

Follow the daily procedure.



Work on Module 9: Day 13.

Music and Movement



Listen to the song called “Festival.”

If you feel like it, move to the rhythm of the music. This lively piece of music is from Trinidad. Find this country on the globe or in your atlas.

Did you like the song? Why? Listen as your home instructor reads the words to the song. Repeat them as you hear them. You can dance and sing to the song.

Help the student find Trinidad in an atlas or on a globe. Play “Festival” on the *Ideas That Sing! Volume 1* CD. Dance to the song with the student.

Have the student answer the questions orally. Read each line of the song and have the student echo in response. Tell the student that soca is a kind of calypso music from Trinidad.



Festival

Raise your hands up to the sky,
 Swing your hips
 From side to side.
 Soca this, soca that,
 Nimble like a jumping cat.

CHORUS:

Where is it? Soca here.
 Where is it? Soca there.
 Where is it? Soca everywhere!
 Woya, woya,
 Dance to the music of the festival,
 Woya, woya,
 Dance to the music of the festival



The moon she rise,
 The moon she fall,
 We all hear the music call,
 The ocean tumbles
 White and blue,
 Soca magic just for you.

(CHORUS)

Your body sways
 To the soca beat,
 Costume colours, dancing feet,
 Freedom, freedom, festival,
 Such a spirit for us all.

(CHORUS)

¹ Jerry Brodey, "Festival," in *Ideas That Sing! Volume 1*, Kim and Jerry Brodey (Toronto: Kim and Jerry Brodey, 1996), 48. Reproduced by permission.

Warm up your voice; then sing the song along with the music.

Now sing the song as you dance to it.

Have some fun with this song. Make an instrument to play as you move to the beat of the music.

Wonderful Water

Water can be found in many places. Think of places outdoors where you see water.



Remind the student to do the usual vocal warm-up exercises. Sing the song with the student along with the recording without dancing first. Then sing and dance to the song with the student.

Refer to the Home Instructor's Guide for information about making instruments.

Record on chart paper the places where water can be found. These can include both those made by humans (such as swimming pools, birdbaths, and fountains) and natural places (such as lakes, streams, rivers, and oceans).

Discuss how the words connect to water. For example, clouds are made of water, some water is polluted, and so on.

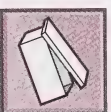
Record the student's response in note form on the board.

Read these words aloud:

warm	clean	tap	fish tank	plant
polluted	drinking	drop	hose	waste
safe	rain	cloud		

Think of a way that each word you read is connected to water.

Where do you think rain comes from? Read a report to find out.



Take out the book *Feel the Power*.

Turn to the Contents page. Find the selection "Where Does All That Rain Come From?"

Who is the author of "Where Does All That Rain Come From?"

Who is the illustrator?

Have the student print the answers on the lines.

The author is *Sharon Stewart*.

The illustrator is *Laurie Stein*.



Read the heading on each page of the report. Before you read the page aloud, predict what you think the section will be about, and what the answer might be. Then read the page aloud to find out if your prediction was a good one.



Guide the student through each section. Note and discuss the headings and illustrations. Have the student make a prediction about what the section is about and what the answer to the question might be. Discuss each section after the student reads it to confirm the student's predictions.

What I Now Know About Water

Where does water come from? What did you learn about water that surprised you? What new information did you learn about water?

Now that you have read this report, will you change the way you use water? Why? How do you conserve water at home?

Read the report silently to yourself.

Journal Time



Take out your journal. Turn to the Reading Response section.

Discuss the report with the student. Have him or her answer the questions orally.

You learned some very important information about water. Write about what you learned in your journal.

Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.

New Words

These words are from the report "Where Does All That Rain Come From?" Read them aloud.

polluted

wash

alive

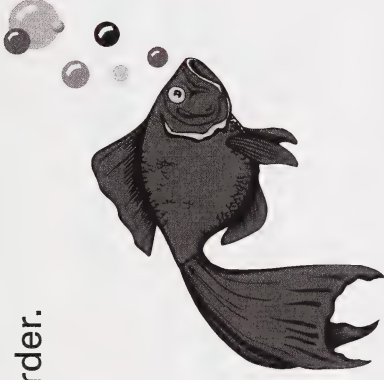
waste

clean

Listen to each word as the student says it aloud. Correct the student if needed.

Remember, if you have a hard time saying or remembering a word, use the strategies from the **Learning New Words** chart.

Print the new words in alphabetical order.



Check that the words are listed alphabetically.

Print the answers to the following on the lines.

The root word of **polluted** is _____.

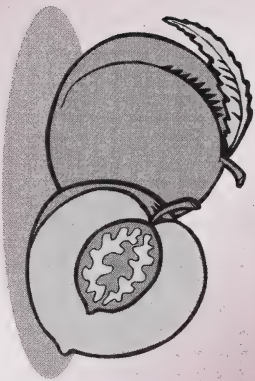
An antonym of **conserve** is _____.

What is the consonant digraph in **wash**? _____

Print two words that have this digraph.

Check the answers with the student: *pollute*; *waste*; *sh*, examples include *dish*, *ship*, *shut*, *shade*, *fish*, *show*, *wish*, and *shell*.

Check the answers with the student: **ea**, examples include **bean, mean, team, jeans, seal, leaf, peach; a and live.**



If there are any other words from the report "Where Does All That Rain Come From?" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.



What is the vowel pair in **clean**? _____
 Print two words that have this vowel pair.

Two little words in **alive** are _____ and
 _____.

Take out five white index cards.

Print the five new words on the index cards. Put the cards on your Word Wall.

Take out your *Collections Writing Dictionary*.

Print the five new words in your writing dictionary.

Complete Day 13: Assignment 3 in your Assignment Booklet.

A Well-Organized Report

The report “Where Does All That Rain Come From?” is organized in a way that makes it easy to read.

Turn to page 20 of the report. Notice that the question is in a box. The box makes it easy to find the question. The question begins with a capital letter and ends with a question mark. The answer is in a series of numbered steps. The numbers tell the order to read the information.

Turn to page 22. The question and answer are together inside the rectangle.

On page 23, the question is at the top of the page and the answer is written in point form. A rectangle around the information keeps it all together.

Did you notice that all the questions are in **bold** or dark black and that the lettering or **font** for questions is larger than the lettering for answers? This makes it easy to find the questions.

The information is written in point form on page 25. Point form is easy to read quickly.

With the student, discuss how the selection is organized.

Show How You Can Be Water Wise



Take out unlined paper.



Take out your crayons.

Choose one of the points from the "Do" list on page 25. Make a picture of it using crayons. Then, print the suggestion below the picture.



You will send your picture to the teacher on Day 18.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Break for lunch.



Silent Reading

Enjoy your reading time.

Fun with Phonics

These words are from the report "Where Does All That Rain Come From?" Read them aloud.

bath^ttub

rain^wwater

left^over

bath^rrooms

What do you notice about the words? What are the two words in each compound word?

You're going to write other **compound words**. Your home instructor will dictate some sentences. Print the sentences on the lines. Circle the compound words with orange.

1.

2.



Both you and the student read silently for ten minutes.

Guide the student to say that the words are compound words. Review that compound words are two or more words joined together to make a new word. The two words joined together are *bath* and *tub*, *rain* and *water*, *left* and *over*, and *bath* and *rooms*.

Refer to the Home Instructor's Guide for the dictation sentences.

Check the spelling, punctuation, and circled words with the student.

Tell the student that *beneficial* is a synonym for *helpful*.

Explain the riddle if the student doesn't understand it.

Review the lesson from Day 12:

- Most bats are nocturnal.
- Bat enemies include snakes, rats, foxes, martens, cats, and owls.
- Bats are dark in colour so their enemies can't see them as well.
- Insect-eating bats use echolocation to find their prey.
- Bats can see and hear very well.



3. _____

4. _____

Beneficial Bats

Here's another bat riddle for you.

Bat Riddles

What happened when the bat swallowed the doorbell?

It turned into a dingbat!

What did you learn about bats in Day 12?

Helping People

Bats are very good to have as neighbours.

Do you know why? Circle **Yes** or **No**.

No. Bats make good neighbours because they eat insects. Many of these insects damage crops, and others spread disease to people or livestock.



A colony of 150 brown bats can protect farmers from up to 33 million rootworms each summer. Rootworms are really insects. Their larvae can cause terrible damage to crops.

Even bat droppings are helpful to people! Bacteria found in bat droppings help break down garbage, improve detergents, make gasohol (a mixture of gasoline and alcohol), and antibiotics.

Some bat saliva also has an important use. It has something in it that can help people with heart problems. What an amazing animal the bat is!

Guide the student to stay that bats eat insects.

Some bat saliva contains an anticoagulant that can be used to treat heart patients.

Helping Plants

People and megabats eat fruits, such as bananas, mangoes, dates, avocados, peaches, breadfruit, and figs. These fruits grow on plants. When bats eat these fruits they spread plant seeds so that new plants can grow.



Like bees, bats also pollinate plants. In many parts of the world, bats help pollinate and spread the seeds of most of the plants. Rainforests around the world depend on bats to pollinate flowers and to spread seeds for countless trees and shrubs. Without bats, rainforests would die. Deserts rely on nectar-feeding bats as pollinators of giant cacti.

Fruit bats eat fruit, of course. But they eat rotting fruit that people won't eat. This is good because they eat the fruit before it becomes infested with insects. If the rotting fruit wasn't eaten, insects would multiply and eat the good fruit too.



Take out your bat book.

Add the new information you learned today to your bat book.

Instructions

- On the bottom of page 9, write **Bats help people.**
- On the bottom of page 10, write **Bats help plants.**

Illustrate each page. Look for ideas in this Student Module Booklet or in the books you have about bats.

After you have illustrated the pages, read your bat book aloud.

Make a Batmark

Make a bat bookmark for yourself and one for a family member or friend.



Take out scissors and crayons or felts.

Provide the student with the batmarks from the Appendix. Assist the student with cutting out the batmarks.

Colour the batmarks; then cut them out. Now you have two batmarks!

Looking Back

What did you learn about water?

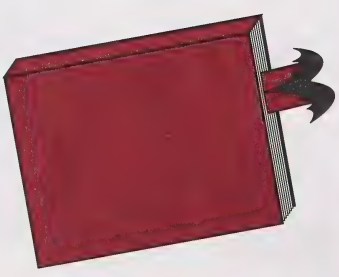
How are bats important to people? How are they important to plants?

What did you like best about today?

What was your favourite activity? Why?

Story Time

Relax and enjoy the story!



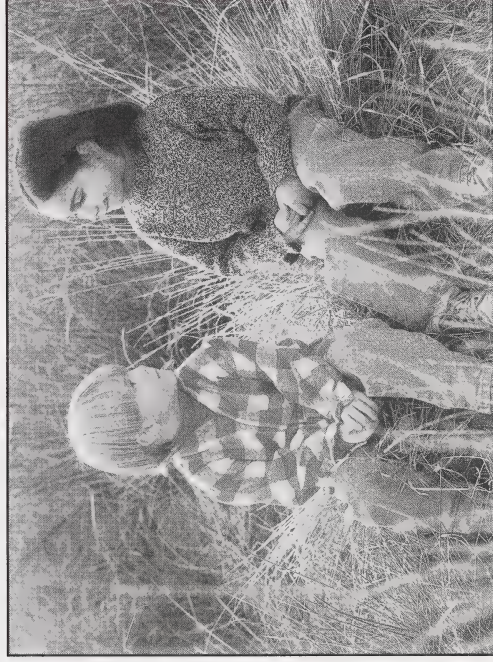
Turn to Assignment Booklet 9B and complete Day 13: Learning Log. Have the student include his or her comments.



Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Play the song “Festival.” Sing and dance with your family. Play the instrument you made. Explain what **soca** means.
- Read pages 20 to 23 of “Where Does All That Rain Come From?”
- Explain how rain is formed.
- Show your illustration from the “Do” list in “Where Does All That Rain Come From?”
- Explain how bats are helpful to people and plants.



Day 14: Endangered Animal

Do you remember what endangered means?

You're going to learn why bats are endangered.
And you'll find out how you can help them.

You will also discuss how to use water better.



Calendar Time

Follow the daily procedure.



Work on Module 9: Day 14.

Journal Time

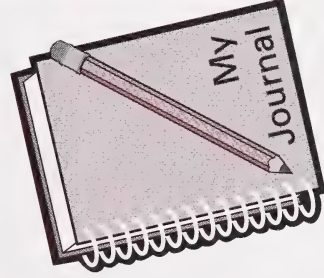


Take out your journal. Turn to the **Personal Writing** section.

Take a few minutes to think about what you would like to write. You might want to write about your friends, your family, an event, or your thoughts and feelings about bats or water.

Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.



Assist the student in selecting a topic as needed.

Charting Information

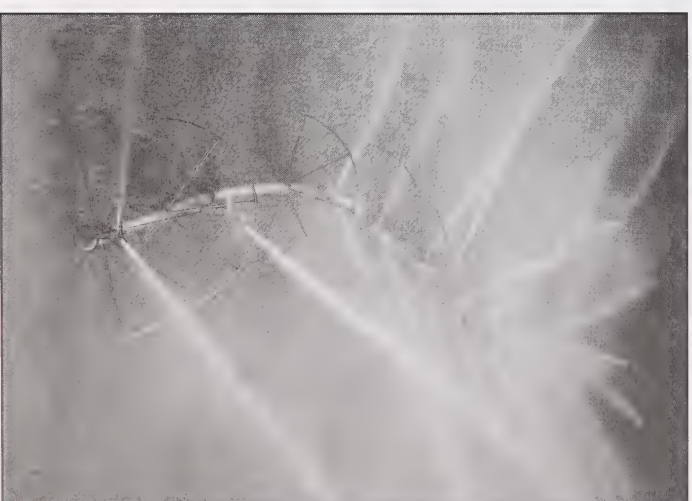


Take out the book *Feel the Power*.

Turn to the report “Where Does All That Rain Come From?” Read it aloud.

You already knew some things about water before you read “Where Does All That Rain Come From?” After you read the report, you learned some new things. Sometimes, you want to find out more about what you read.

Look at the chart on the next page and read the headings aloud. Turn to page 22. Read pages 22 and 23 aloud. What did you already know before you read “Why Do We Need Water?” What new information did you learn after you read it? What is one question you would still like to have answered?



Copy the chart from the next page on the board. Record the student's responses in note form in the appropriate columns. Ask the student to suggest how to word his or her responses in note form. See the Home Instructor's Guide for an example.

Page	What I Already Knew	What I Learned	What I Still Want to Learn

Reread page 24. What information did you already know? What did you learn? What question do you still have? Read the orange box on page 25 and answer the same questions.



Complete Day 14: Assignment 4 in your Assignment Booklet.



After the student reads and answers the questions based on information in the orange boxes on pages 24 and 25, have him or her complete the chart in the Assignment Booklet.

Discuss the features of a list and record them on chart paper. See the Home Instructor's Guide for an example. Point out that what you just made is a list as well. Display the completed list.

Support, encourage, and assist the student throughout the writing process. Refer to the Home Instructor's Guide for topic suggestions.

Write "Do" and "Don't" Lists



Turn to page 25 and read the "Do" and "Don't" lists aloud. How do you know these are lists?

You're ready to make your own lists now. What are some things you could make "Do" and "Don't" lists for?



Take out lined paper.

Before you begin writing your "Do" and "Don't" lists, think about the points you want to make about the topic you selected. Talk them over with your home instructor. Remember to follow the steps of the writing process as you write. Include one or two illustrations with your "Do" and "Don't" lists, just like the list on page 25 does.



You will send your lists to the teacher on Day 18.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Break for lunch.



Refer to the Home Instructor's Guide for more information about this activity.

Silent Reading

Enjoy your reading time.

Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.



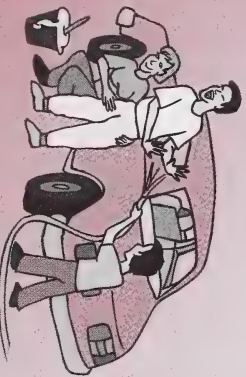
Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity.

Guide the student to say that each word begins with a consonant blend. The consonant blends are *cl*, *str*, *fl*, *cr*, *tr*, *pl*, *br*, *dr*, *sp*, *tr*, and *sp*.

Review that consonant blends are two or more consonants that come together in a word. Their sounds blend together, but each sound is heard.

Refer to the Home Instructor's Guide for the dictation sentences.



Fun with Phonics

These words are from the report "Where Does All That Rain Come From?" Read them aloud.

clouds	streams	flush	crops	trash
places	brushing	drains	spraying	spill

What do you notice about the beginning of each word?

You're going to write other words with **consonant blends**. Your home instructor will dictate some sentences. Print the sentences on the lines. Use purple to circle the words with consonant blends.

1. _____

2. _____

3. _____
- _____
4. _____
- _____

Check the spelling, punctuation, and circled words with the student.

Endangered Bats

Bat Riddles

Which bat hangs and flies the highest?

An acro-bat!



Explain the riddle if the student doesn't understand it.

Actually, bats are just like acrobats. Acrobats fly through the air, twist and turn, and catch each other. Bats, too, are very good fliers and can twist and turn to dart after their prey at great speed — usually faster than you can see. They are so good in the air, they can use their wings as nets to catch insects.

What did you learn about bats in Day 13?

Review the lesson from Day 13 (bats are helpful to people and to plants).

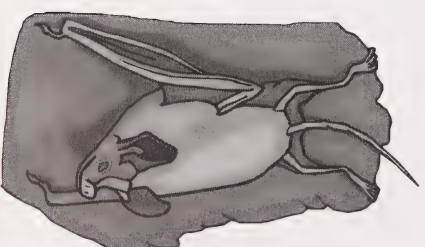


Explain that an endangered animal is one that is in danger of becoming extinct, or dying out. A species is a group of living things, like bats, that have things in common. Go over each of the points listed and explain and discuss them with the student.

Reasons for Endangerment

There are several reasons bats are **endangered**.

1. Even though bats are hunted by some animals, such as owls and hawks, people are their greatest danger. Many people do not know much about bats and are afraid of them, so they kill them.
- Some farmers don't understand that bats actually help them. Fruit bats eat overripe fruit that can't be sold. Harmful insects lay eggs in rotting fruit. The bats eat the fruit before the insects get to them.
- People believe bats are dirty and carry diseases, like rabies. In fact, bats rarely infect people or pets. Bats don't carry disease any more than any other wild animals do. Bats are also very clean. They groom themselves just like cats do. When they hang upside down, they lick their wings clean and use their thumbs to clean their faces.



- People think bats are rodents or just flying mice and should be killed. But there is evidence that bats are more closely related to primates (monkeys, apes, and people) than to mice.
- In some countries in Asia, people eat bats. They are over-hunted and have become endangered.
- In Australia, the bats are thought to be pests. Thousands of flying foxes have been killed. They are not pests. Flying foxes help pollinate plants and trees that are used for timber.
- Most bats live in caves. Many die because of fires people make in the caves to smoke them out and kill them. Bats might also die when people explore caves and disturb hibernating bats or mothers with their pups.



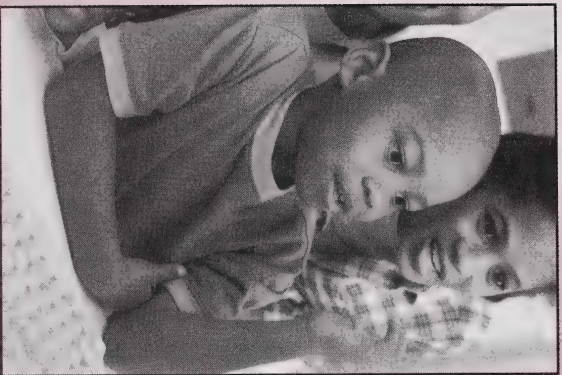
2. Bats are losing much of their **habitat**. Habitat is where an animal sleeps and finds food.

- Bats like to live in marshlands where there are many dead trees for them to roost in. In many areas, marshlands are being cleared away to make houses, roads, golf courses, orchards, fields for crops, and cattle pastures.
- Many bats live in forests. Huge forests around the world are being cut down to free up land for crops and cattle and to make lumber and paper. Without the forests, bats have no where to live. When the trees are cut down, insects die too. Without insects to eat, bats will die.



3. The environment is becoming polluted.
 - Because there are fewer bats to eat insects, people have to use **chemical pesticides**, or poisons, to kill the insects. These poisons find their way into the ground and water systems and hurt all animals, including people.
 - When bats eat insects that have eaten the poisons, the bats become sick and die as well.
4. Bats have only one baby a year.
 - Many mammals have large litters several times a year. This allows at least some of them to survive. Bats can't produce babies as quickly. That means more bats are being destroyed than are being born. That can lead to extinction.





Help Save the Bat

Few animals are as beneficial to people and to the environment as bats. You can help keep bats from becoming extinct. These are some things you can do:

- Teach people all you know about bats.
- Be careful when you're hiking or rock climbing. Don't disturb areas where bats roost.
- Place a bat house in your backyard. It will help improve their chances for survival. It will be fun to watch "your" bats come out to feed every night. To find out how to make a bat house, check your local library.



You could also use a computer to do a search for bat houses or go to the website below.

- <http://www3.gov.ab.ca/srd/fw/bats/index.html>

- Help save bat habitats by joining conservation organizations like the World Wildlife Fund, Canadian Parks and Wilderness Society, Canadian Nature Federation, Bat Conservation International, and Nature Conservancy of Canada.

See the Home Instructor's Guide for information about websites.



Take out your bat book.

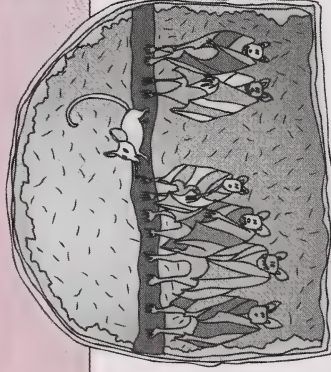
Add the new information you learned today to your bat book.

Instructions

- On the bottom of page 11, write **Some bats are endangered.**
- Illustrate the page. Look for ideas in this Student Module Booklet or in the books you have about bats.
- After you have illustrated the page, read your bat book aloud.

Did You Know?

Many kinds of bats roost (sleep) together. There can be up to 500 babies packed into an area just 30 cm × 30 cm!



Provide the student with the Endangered Bats of North America colouring page and the information cards from the Appendix. Read the description of each bat to the student.



Take out crayons or coloured pencils.

Colour the four endangered bats of North America on the colouring page. Listen as your home instructor reads about each one. Cut out the cards and glue the correct information card to the back of each picture card.

Looking Back

How do you use the things you have learned in Fun with Phonics to help you read new words?

What phonic skills are still difficult for you?

How did you feel about writing the information in the chart in the Assignment Booklet? Why?

Was making the “Do” and “Don’t” lists easy or difficult for you? Why?

What did you enjoy most about today? Why? What did you enjoy the least? Why?

Turn to Assignment Booklet 9B and complete Day 14: Learning Log. Have the student include his or her comments.



Story Time

Relax and enjoy the story!

Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Read pages 24 and 25 of "Where Does All That Rain Come From?"
- Show the chart you filled in with information from the report "Where Does All That Rain Come From?"
Read what you wrote.
- Read your "Do" and "Don't" lists and show the illustrations.
- Explain why bats are endangered and how you can help them.
- Show the endangered bats you coloured and read their names.



Day 15: Myths and Facts About Bats

You know a lot more about bats now. You'll find out some things people still believe about them. After today, you'll be able to tell people what is true and what isn't true about bats.

You're also going to read about another of nature's wonders—clouds.



Calendar Time

Follow the daily procedure.



Work on Module 9: Day 15.

Music and Movement

Wonder isn't found only in nature. It can be found anywhere you look for it. Music can be wonderful. You're going to listen to some beautiful music, written by classical composers.

The first piece of music you will hear is called "The Musical Box." The box was really a musical snuffbox. Have you ever seen and heard a music box? "The Musical Box" was written by Anatole Liadov, a Russian composer. He lived about 100 years ago.



Listen to "The Musical Box."

What pictures came to mind as you listened to this piece of music? What instruments did you hear? What is the tempo?

Show the student the CD *JELIX D'ENFANTS*. Remind him or her that the title is French for *children's games*, and that all the music on the CD was written by composers with children in mind. Review the definition of a composer (someone who writes music).

Play "The Musical Box." One instrument you can hear is a piccolo. The tempo is fast.



Play “The Musical Box” again. This time dance to the music.



The next piece of music you will hear today, “Braziliera,” is by the French composer Darius Milhaud. It is about a foolish, clown-like man called Scaramouche. As you listen to the music, try to imagine the man behaving like a clown.



Listen to “Braziliera” now.

Did the music help you make a picture in your mind of the foolish man acting like a clown? There are only two instruments in this piece. Can you tell what they are?

Play “Braziliera” again. This time dance to the music like a clown.



Which piece of music did you like better? Play it again and have fun dancing to it.

Play “Braziliera.” The instruments are piano and clarinet.

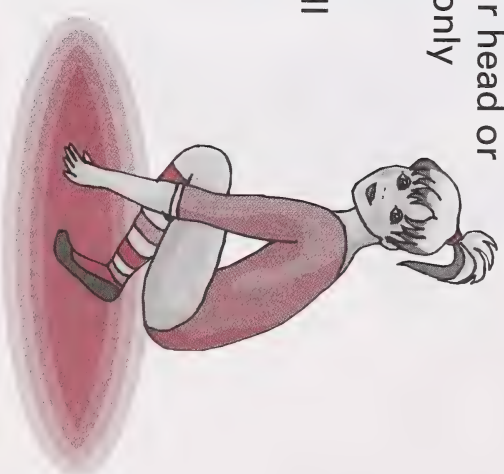
If it's nice outside, take the student outdoors to do this activity. The student should have a mat or heavy blanket for the exercises. Keep a close eye on the student as he or she performs the exercises and make any adjustments to suit your student's physical capabilities.

To spot the student or provide safety-assistance during the forward roll, kneel on one knee beside the student. Place one hand on the back of the student's neck and the other hand under the near ankle. As the student rolls over, lift with the leading hand and push with the back hand.

The Forward Roll

You did some rocking and rolling on Day 9. Today you're going to learn to roll right over. Follow the instructions as your home instructor reads them.

- Start in a squat position with hands in front.
- Tuck your head to your knees and your chin to your chest.
- Raise your bottom. The back of your head or top part of your shoulders are the only parts that touch the mat.
- Start to roll, keeping your head well tucked in.
- Stay in a tight ball through the roll over.
- End in the same position you started from.



And that's all there is to it! Practise the forward roll a few times until you can do it right.

Make it interesting. Try these as you're doing the forward roll:

- Fold your arms across your chest.
- Try it without using your hands.
- Start and finish in the standing position.
- Try it with your legs crossed.



Wondrous Clouds

Look through the article "All About Clouds." It begins on the next page.

Have you ever asked questions about clouds? Read the article to find the answers to the questions in the headings.



The student must be proficient in the forward roll before attempting these moves. Spot the student. Have the student try to do these in different sequences.

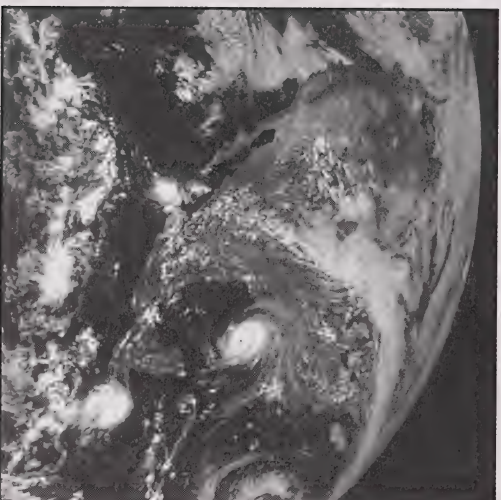
With the student, look through the article, reading the headings and looking at the pictures. Read the first part of the article to the student. Assist the student with reading the second half aloud. Then discuss the questions at the end.

All About Clouds

When astronauts go into space and look back at Earth, they can see the clouds that float above Earth.

Clouds are very important to everyone on Earth. Clouds bring fresh water in the form of rain, hail, sleet, and snow. Plants, animals, and people need fresh water to survive.

What questions do you have about clouds? Find out more about clouds by reading the answer to each question in the article.



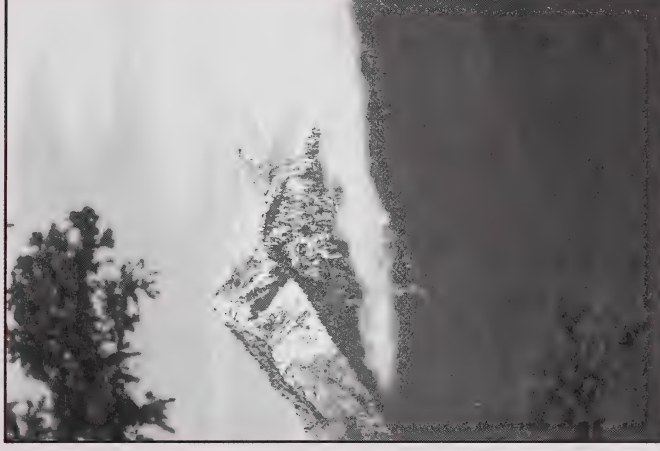
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How Are Clouds Formed?

Warm, moist air rises into the sky. As it rises, it cools. The water in the air collects around tiny bits of dust. The droplets crowd together and form a cloud.

Mountain tops often have clouds surrounding them. As the warm air rises to go over the mountain, it cools to make water droplets.

If the cloud contains enough moisture, rain or snow may fall. The rain may begin as ice crystals high in the cloud. As the ice falls through the cloud, the crystals may melt to make rain or stay frozen to make snow, hail, or sleet.

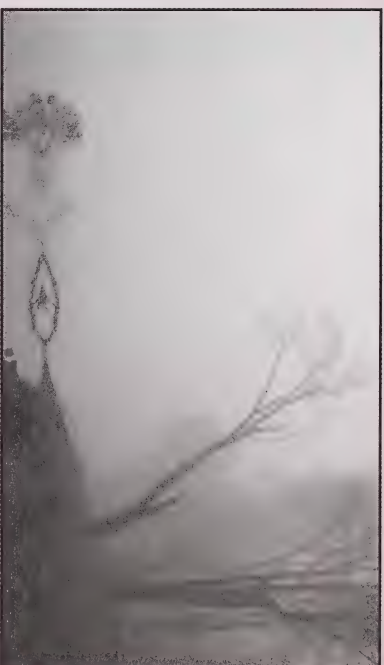


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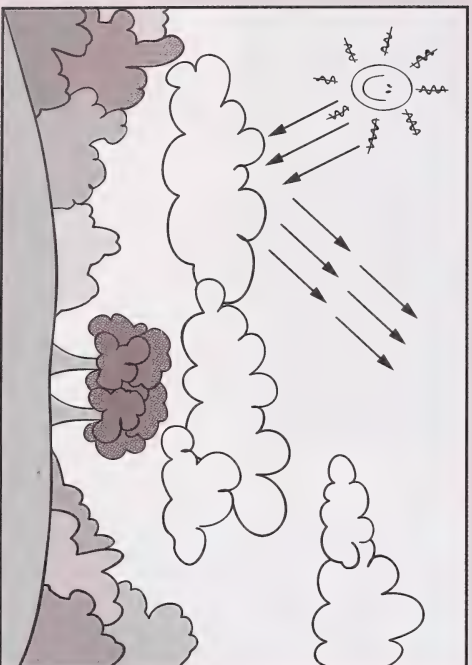
What Is It Like Inside a Cloud?

Going outside on a foggy day is just like being inside a cloud. Fog is really a cloud that has formed near the surface of Earth.

Fog can cause problems for airplanes, boats, and vehicles. If the fog is very thick, it is difficult to see ahead.



Why Are Cloudy Days Cooler Than Sunny Days?



Cloudy days are usually cooler because the clouds keep the sun's warmth from reaching the ground. The heat is bounced back into space.

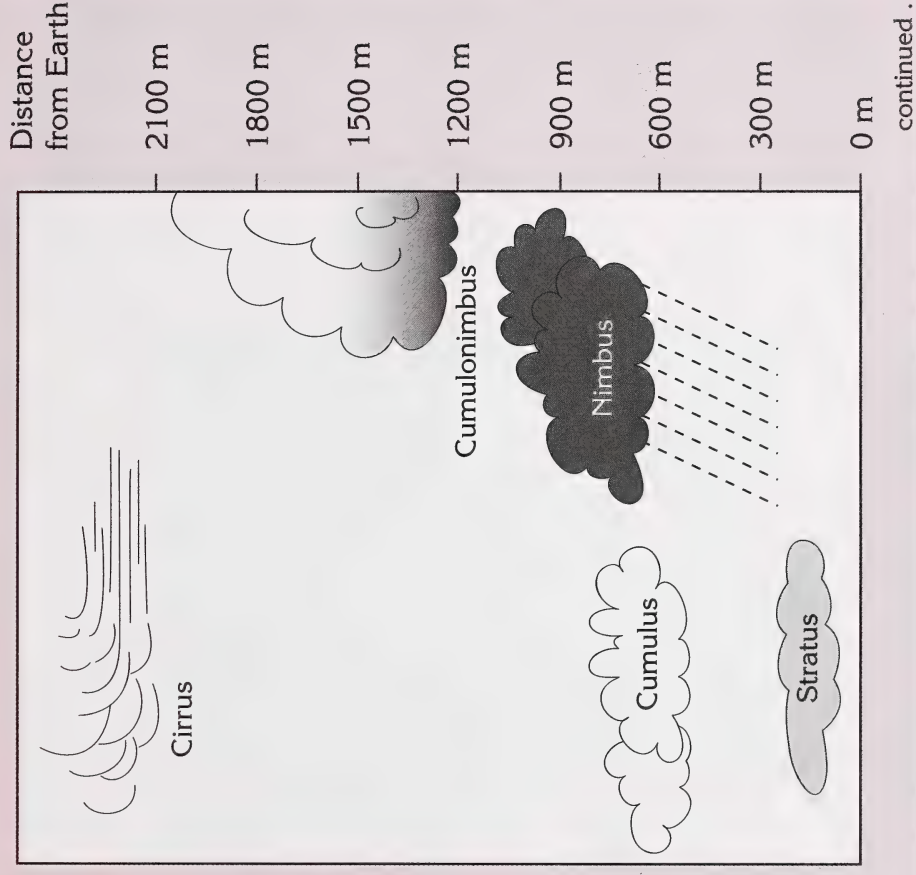
Cloudy nights are usually warmer than clear nights because the clouds act like a blanket. They keep Earth's warmth from rising up into space.

continued . . .

Why Do Clouds Look Different?

Clouds keep changing shapes as the wind moves them around. Some clouds seem to grow before your eyes as moist air changes quickly into cloud.

There are many different kinds of clouds. Some clouds form close to Earth. Other clouds form very high in the sky. Different types of clouds make different shapes.



What Is a Stratus Cloud?

A stratus cloud looks like a flat, grey blanket stretched across the sky. The word **strato** means “like a sheet.”



This type of cloud often brings drizzly rain or light snow.

continued

What Is a Cumulus Cloud?

Cumulus clouds look like fluffy cotton balls piled in the sky. **Cumulus** means “heap” or “pile.” These fluffy clouds can change shape quickly. It is fun to watch them grow and move across the sky.



Small cumulus clouds usually mean that the weather will be nice. When the cumulus clouds grow very high in the sky, they sometimes bring sudden thunderstorms.

continued . . .



What Is a Nimbus Cloud?

A nimbus cloud is a dark grey, heavy-looking cloud. **Nimbo** means “rain.” They are higher in the sky than grey stratus clouds.



Nimbus clouds usually bring rain. Wear your raincoat if you see these clouds!

continued . . .

What Is a Cirrus Cloud?

Cirrus clouds are white, wispy clouds. **Cirro** means “hair.” These clouds are formed very high in the sky. The air is cold high in the sky, so these clouds are made of ice crystals.



Cirrus clouds usually mean that unsettled weather is coming.

continued . . .

What Is a Cumulonimbus Cloud?

A cumulonimbus cloud is a very tall cloud with bumps. It might look like a mountain in the sky. The name is made by combining **cumulus** and **nimbus**. It is dark and grey like a nimbus cloud but bumpy like a cumulus cloud.

This type of cloud brings storms. Hail storms, thundershowers, and tornadoes come from these clouds. You often see lightning with this type of cloud.

© iStockphoto.com/Markus Spiske



continued . . .

Why Does the Trail of a Jet Look like a Cloud?

You have probably seen the white, fluffy trail of a jet plane. Jets often fly high in the sky, where the air is very cold. Water vapour from the jet's engines freezes into ice crystals. The ice crystals form clouds that look like cirrus clouds.



Sometimes you can use a jet trail to predict the weather. If the trail goes away quickly, good weather is on the way. If the trail stays in the sky a long time, bad weather may be coming.

continued . . .

How Do Weather Forecasters Use Satellites to Predict the Weather?

The pictures that the satellites take tell forecasters what type of clouds are nearby. As the satellite takes more pictures, the forecasters can see which way the winds are blowing the clouds. The forecasters know that if the winds blow nimbus and stratus clouds over an area, it is likely to rain or snow. They know that if small cumulus clouds are heading your way, you will likely have good weather.



Severe weather warnings can be sent out if large cumulonimbus clouds are getting near.

Have the student return to parts of the article to answer the questions.

Why are clouds important?

Why do you often see clouds around the tops of mountains?

What is it like inside a cloud?

How do clouds affect the temperature on Earth?

Which type of cloud is formed highest in the sky?

Which type of cloud is formed closest to Earth?

What usually happens when you see nimbus clouds?

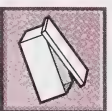
Review what each type of cloud looks like.

- stratus
- cumulus
- cirrus
- cumulonimbus
- nimbus

How can you use a jet trail to predict the weather?

How do satellites help predict the weather?

Journal Time



Take out your journal. Turn to the Reading Response section.

How do you feel on cloudy days? Which type of cloud do you like? Why? Which pictures in the article are your favourites?

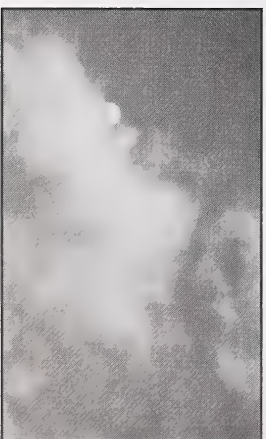
Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.

Charting Information



Complete Day 15: Assignment 5 in your Assignment Booklet.



Have the student answer the questions orally. The student may choose to respond to one or more of them in his or her journal.

New Words

These words are from "All About Clouds." Read them aloud.

ice

fog

crystals

showers

blanket

Remember, if you have a hard time saying or remembering a word, use the strategies from the **Learning New Words** chart.

Print the new words in alphabetical order.

Listen to each word as the student says it aloud. Correct the student if needed.

Check that the words are listed alphabetically.

Check the answers with the student: *ice*; *crystal*; *showers*; examples include *log*, *bog*, *dog*, *frog*, *clog*; *blan* and *ket*.



If there are any other words from the selection "All About Clouds" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Print the answers to the following on the lines.

This forms when water freezes. _____

The root word of **crystals** is _____.

April _____ (a word that rhymes with flowers) bring May flowers.

Replace the first consonant in **fog** with one or more consonants to make two new words.

The two syllables in **blanket** are _____ and _____.



Take out five white index cards.

Print the five new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the five new words in your writing dictionary.



Complete Day 15: Assignment 6 in your Assignment Booklet.

A Cloudy Sky



Take out unlined paper.



Take out paints and a paintbrush.

Paint a picture of a cloudy sky. Make your picture show mostly sky. Use the article “All About Clouds” for ideas about types of clouds and colours to use. When you are done, display your picture where everyone can see it.



You will send your picture to the teacher on Day 18.

Both you and the student read silently for ten minutes.

Listen as the student says each word aloud. Correct the student as needed.

Review that a syllable is a word or part of a word spoken as a unit that has one vowel sound. All syllables contain at least one vowel.

Guide the student to say that each word has two syllables.

Refer to the Home Instructor's Guide for the dictation sentences.



Break for lunch.



Silent Reading

Enjoy your reading time.

Fun with Phonics

These words are from the article "All About Clouds." Read them aloud.

blanket
warmer

traffic
mountains

problems
floating

nimbus

How many syllables are there in each word?

You're going to write other words with **two syllables**. Your home instructor will read some sentences. Print the sentences on the lines. Circle in brown the words with two syllables.

1. _____

2. _____

3. _____

4. _____

Bat Myths

Bat Riddles

Which province did the bat like best?

Al-bat-a!

Review what you learned about bats in Day 14.



Check the spelling, punctuation, and circled words with the student.

Explain the riddle if the student doesn't understand it.

Review the lesson from Day 14 (bats are endangered because of loss of habitat, pollution of the environment, and people's fear and ignorance).



Explain that a myth is something that people may believe, even though it is not true. Tell the student that *false* is the opposite of *true*.



Many people are afraid of bats simply because they don't know much about them. They believe stories that have been made up about bats. Most of these stories are **myths**. That means they're **false** or **not true**.

Popular Bat Myths

Myth 1. Bats are blind.

Fact. Like most mammals, including people, bats see perfectly well. Although they can't see colour, bats can see better than we do at night. Many bats also use echolocation to "see" in the dark.



Myth 2. Bats are flying mice.

Fact. Even though bats look like mice or rodents, they are not rodents.



Myth 3. Bats fly into people's hair.

Fact. Insect-eating bats use echolocation to locate small insects in complete darkness. It would be easy for them to detect people. People are much bigger than insects. Bats are also excellent flyers. They can easily avoid flying into someone. Since bats are very shy and afraid of people, they stay clear of them.

Myth 4. Bats are dirty and carry diseases like rabies.

Fact. Bats are very clean animals. They get no more diseases than any other animal. A person would have to be bitten by a diseased bat to contract rabies from it. The chance of being bitten by a bat is very slim.

Myth 5. Bats suck people's blood.

Fact. Bats do not suck human blood. The vampire bat that lives in Central and South America nicks sleeping animals like cows and horses and licks up the blood that falls from the wound. This does not hurt the animal. The animal doesn't even know it happened. Since the vampire bat is tiny, the amount of blood it licks is very small (only a few millilitres).

Myth 6. Bats attack people.

Fact. Bats are very shy creatures and are afraid of people. If someone tried to harm or kill a bat, the bat might bite to try to protect itself. If they are not attacked, bats never hurt people.

Bat Rules

Never pick up a bat that is lying on the ground.

If a bat is lying on the ground, it may be sick. If a bat lets you get close to it, it is sick. Never touch a bat you find. It will be very afraid and may bite if it is touched. Go for help instead. An adult, wearing gloves, can remove the bat.



If a bat is sleeping, leave it alone.

The bat may be **hibernating** (sleeping through the winter). If you wake it up, it will fly around and waste body fat that it needs to keep it alive during the winter. That may kill it. In the summer, sleeping mothers that are awakened may fly away in fear. Their babies would then die.



Complete Day 15: Assignment 7 in your Assignment Booklet.



Take out your bat book.

Add the new information you learned today to your bat book.

Instructions

- On the bottom of page 12, write If a bat is sleeping, leave it alone. If a bat is lying on the ground, it may be sick. Go for help.
- Illustrate the page. Look for ideas in this Student Module Booklet or in the books you have about bats.
- After you have illustrated the page, read your bat book aloud.

Provide the student with the Bat Mobile pages from the Appendix and the materials indicated.

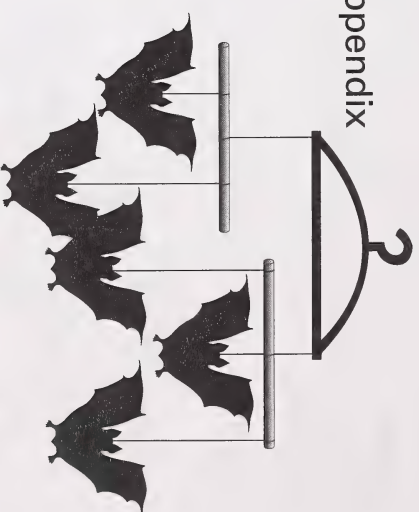
Make a Bat Mobile

What You Will Need

- the Bat Mobile pages from the Appendix
- crayons
- glue
- scissors
- large needle or hole punch
- thick thread or yarn
- plastic straws
- coat hanger

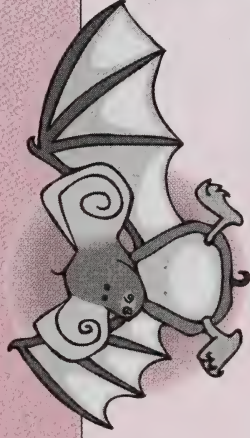
Instructions

- Colour the bats; then cut them out.
- Make a hole at the top of each bat and attach a piece of thread through each hole.
- Tie the bats to the straws and adjust them so they balance. The picture of the mobile shows how to do it.
- Tie the strings to the straws and then to a coat hanger.
- Hang your mobile up in your room.



Did You Know?

Female bats that have no babies of their own help other bats' babies survive by caring for them.



Looking Back

Which part of today's lessons did you like the best? Why?

What is something you learned today that you didn't know before?

What do you like best about painting? Why?

What type of artwork is your favourite?

Story Time

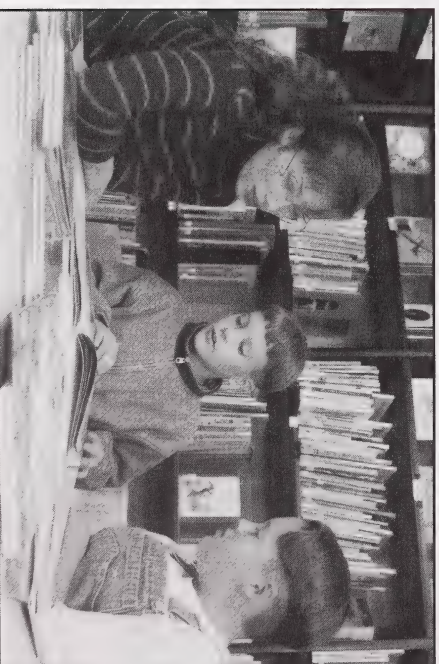
Relax and enjoy the story!

Turn to Assignment Booklet 9B and complete Day 15: Learning Log. Have the student include his or her comments.

Sharing Time

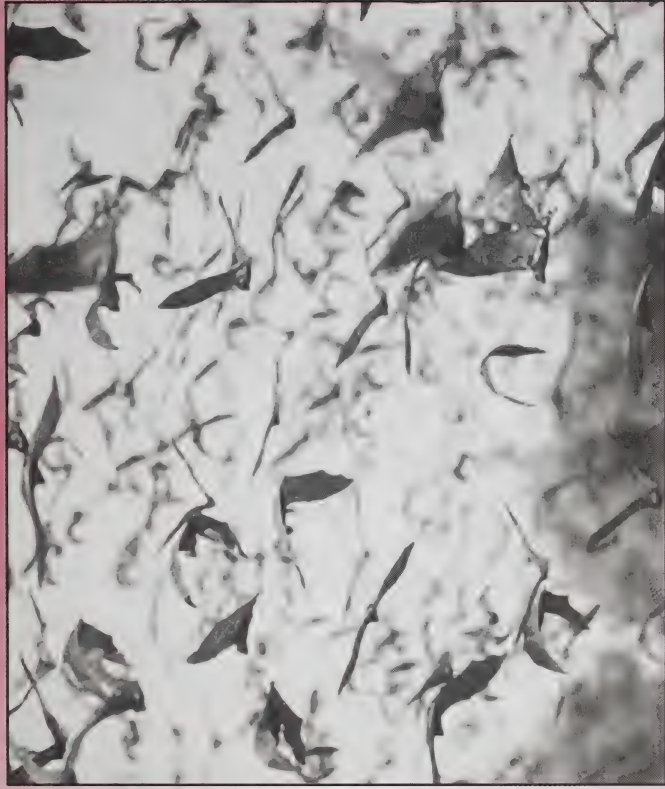
Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Play your favourite piece of music from this morning.
- Show how you can do a forward roll.
- Read your favourite parts from the article "All About Clouds."
- Show your painting of a cloudy sky.
- Tell what you learned about bats today.
- Read your bat book. Show the pictures you drew.
- Show the mobile you made.



Day 16: All About Bats

You get a chance to review all you know about bats today. You will use the information to do a crossword puzzle. You'll also read a legend about another flying animal—a raven.



Calendar Time

Follow the daily procedure.



Work on Module 9: Day 16.

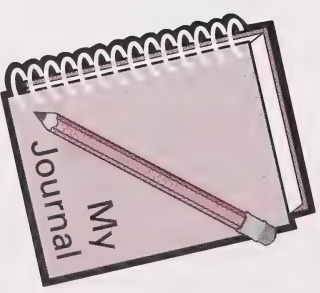
Journal Time



Take out your journal. Turn to the **Personal Writing** section.

Take a few minutes to think about what you would like to write. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.

Use your *Collections Writing Dictionary* if you need help spelling a word.



Remember to print today's date at the top of the page.

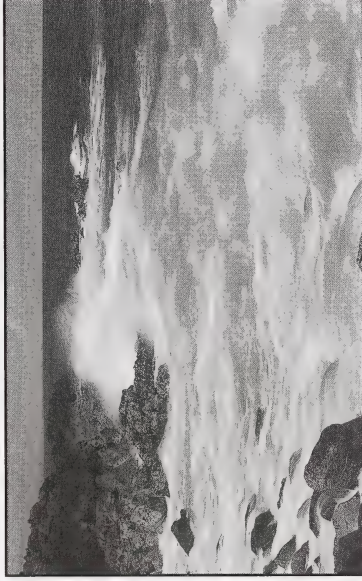
Assist the student with selecting a topic as needed.

Read a Legend

You have read other legends this year. In Module 2, you read the legends “Why We Have Night and Day” and “The Five Moons of Winter.” In Module 6, you read “The Legend of Hua Mu-Lan.” Do you remember them? Circle **yes** or **no**. What is a legend?

At the ocean, the water sometimes covers a lot of beach and at other times it is far away. Do you know what causes this?

Yes, it's the tide coming in and going out.



Tides are the changes in the surface water level of the oceans, bays, gulfs, and inlets along coastlines. Tides are caused by the gravitational pull of the sun and moon on Earth. The attraction of the moon is far greater than the attraction of the sun because the moon is much closer to Earth. There are two high tides and two low tides each day.

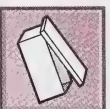
Review that legends are stories that come down to us from the past and are partly based on fact. These stories were sometimes told by people to explain something that they didn't understand.

Discuss tides (the periodic rise and fall of the ocean). Explain that tides occur along coastlines all around the world.



If you have a computer, the following website has a picture of how this works:

- <http://www.sfgate.com/getoutside/1996/jun/tides.html>



Take out the book *Feel the Power*.

Show the student where the Canadian Pacific Northwest is on the globe (the western coast of Canada and the northwestern American states).

Have the student suggest ways a raven could cause tides.

Have the student print the answers on the lines.

The authors are *Michael J. Caduto* and *Joseph Bruchac*.

Have the student read the pages indicated and answer the questions orally.



Turn to the Contents page and find the legend "How Raven Made the Tides." This is a First Nations' story from the people of the Canadian Pacific Northwest.

How do you think a raven could make tides? Turn to page 26. Read the subtitle aloud. Find the Canadian Pacific Northwest on the globe. What kind of culture do you think this legend might have come from?

Who are the authors of "How Raven Made the Tides"?

_____ and _____

Read pages 26 and 27 aloud.

What is the problem in the story? What word on page 27 means the land along the edge of a sea or ocean? What do the authors mean when they say Raven “put on his blanket of black feathers”? Read pages 28 and 29 aloud.

Do you think the tide-line could really be held by someone? Why or why not? What does the word **exposed** mean in the last line on page 29? Read to the end of the story.

Just by looking at the illustrations, can you tell where the story comes from? How? What powers does Raven have? What did the old woman agree to do in the end?

Talk About the Story

How did Raven solve the problem? Do you know how tides are really made? What part of the story was the most exciting? Why? What other stories do you know that are like this one? How are they similar?

Read the legend silently to yourself.

The problem is how to get the tide-line from the old woman. The word that means the land along the edge of a sea or ocean is *coast*. Ravens have black feathers.

Exposed means to show something that was hidden.

The characters are dressed in traditional First Nations’ or Aboriginal clothing. Raven can speak and heal the old woman’s eyes. The old woman agreed to let go of the tide-line twice a day.

Have the student answer the questions orally. Tides occur twice daily and are caused by the gravitational pull of the moon and the sun on Earth.



Listen to each word as the student says it aloud. Correct the student if needed.

New Words

These words are from "How Raven Made the Tides." Read them aloud.

high

ocean

woman

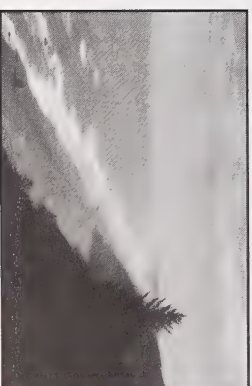
beach

line

Remember, if you have a hard time saying or remembering a word, use the strategies from the **Learning New Words** chart.

Print the new words in alphabetical order.

Check that the words are listed alphabetically.



Print the answers to the following on the lines.

A synonym for **sea** is _____.

A homonym of **beech** is _____.

An antonym of **low** is _____.

A little word in **woman** is _____.

In the word **line** the vowel **i** makes a long vowel sound. Print three other words with a long **i** vowel sound.



Take out five white index cards.

Print the five new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Check the answers with the student: *ocean; beach; high; man*; examples are *time, fine, vine, dine, ride, stride, mine, and nine*.



If there are any other words from "How Raven Made the Tides" the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Print the five new words in your writing dictionary.



Complete Day 16: Assignment 8 in your Assignment Booklet.

Character Drawing



Take out unlined paper.



Take out crayons.

Discuss which character the student would like to draw. Have the student describe the character orally, then write the description under the drawing.

Choose a main character from the legend "How Raven Made the Tides." Draw and colour a picture of that character. Write a description of him or her under the picture. Describe what the character is like and his or her appearance.



You will send your picture to the teacher on Day 18.



Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

Spelling

It's time for your spelling test.



Do the Day 16 Spelling Test in your Assignment Booklet.

Break for lunch.



Silent Reading

Enjoy your reading time.



Refer to the Home Instructor's Guide for more information about this activity.

Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.

Fun with Phonics

Read these words aloud.

didn't isn't I'll can't

What do you notice about each word? The words are **contractions** of words from the legend "How Raven Made the Tides."

You're going to write other contractions. Your home instructor will dictate some sentences. Print the sentences on the lines. Circle the contractions with green.

1. _____

2. _____

3. _____

First, review that contractions are a short way of writing two words. Two words are combined, and an apostrophe shows where one or more letters are left out.

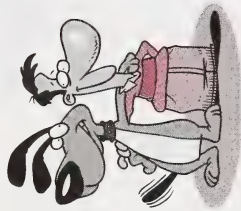
Have the student write the sentences you dictate with words containing contractions.

Refer to the Home Instructor's Guide for the dictation sentences.



4. _____

Check the spelling, punctuation, and circled words with the student.



Bat's All

Bat Riddles

Why did the little bat walk around in his pyjamas?

He didn't have a bat-robe!

Explain the riddle if the student doesn't understand it.

Review what you learned about bats in Day 15.

Puzzle Fun

Fill in the bat crossword puzzle.

Review the bat myths and bat rules from Day 15.

The answers to the puzzle are in the Home Instructor's Guide.



Across

1. Bats are the only _____ that can fly.
2. Bats are not _____. They can see very well.
3. Most bats are active only at _____.
4. Most types of bats are _____. That means they are in danger of becoming extinct.
5. Most microbats eat _____.
6. Baby bats are called _____.

Down

7. Many bats use _____ to find their way around at night and to find food.
8. Many bats sleep in _____.
9. Bats are the only mammals that can truly _____.
10. A bat's wing is really its _____.
11. Most mother bats produce only _____ baby each year.
(how many)





Have the student give an informal, oral report about bats.

You learned a great deal about bats in this module. What surprised you the most about these wonders of nature?



Take out your bat book.

What would you tell someone who wanted to know more about bats? Look through your bat book to refresh your memory.



Take out lined paper.

Write a paragraph about the most interesting thing you learned about bats and draw a picture of it. Make sure your paragraph has a beginning and an ending.



You will send your work to the teacher on Day 18.

Looking Back

Did you enjoy learning about bats? Why or why not?

What part of today's lesson did you like the best? Why?

What did you learn today that you didn't know before?

Are you happy with the two drawings you made today? Why or why not?

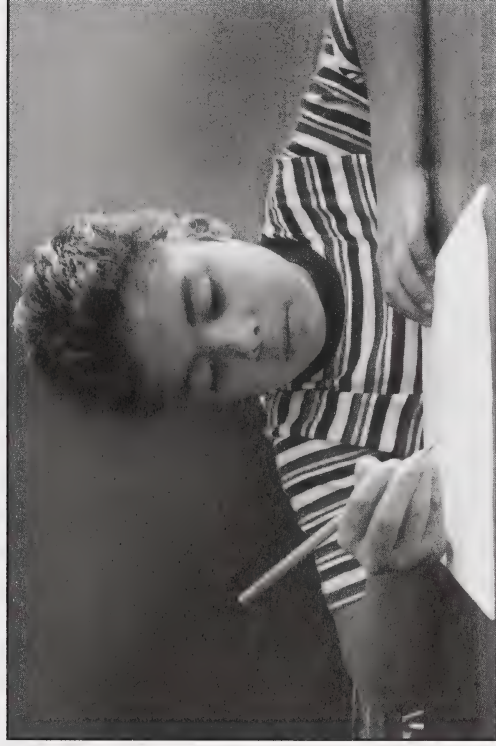
What do you like best about drawing? Why?

What type of artwork is your favourite? Why?

Story Time

Relax and enjoy the story!

Module 9B: The Wonders of Nature



Turn to Assignment Booklet 9B and complete Day 16: Learning Log. Have the student include his or her comments.

Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Read “How Raven Made the Tides.”
- Read the sentences you wrote using the new words from “How Raven Made the Tides.”
- Read your description of a character from “How Raven Made the Tides” and show your drawing.
- Read the clues to the bat crossword puzzle and have your family members give the answers.
- Read the paragraph you wrote about bats and show your drawing.

Day 17: Caring for the Wonders of Nature

You are going to learn a song about helping the planet. You can help others enjoy the wonders of Earth. You will learn how today.



Calendar Time

Follow the daily procedure.



Work on Module 9: Day 17.



Music and Movement

On Day 14 you learned why bats are endangered. Why are they endangered? Much animal habitat, not just bat habitat, is being destroyed all over the world. Earth is becoming more and more polluted every day. Many people are trying to change that.

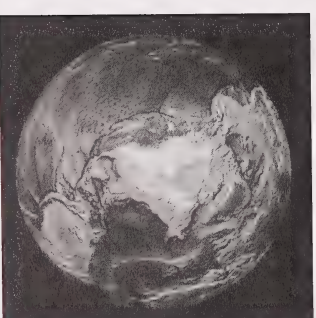


Listen to the song “Let’s Help This Planet.”

Did you like the song?

Circle  **Yes** or  **No**.

Why or why not? How can you make a difference in this world? How can you help this planet?



Listen as your home instructor reads the words to the song.
Repeat them as you hear them.

Let's Help This Planet

We swim in the ocean and
We fish in the sea,
We can climb the tallest trees,
All of these things
We love and we cherish,
Don't take them away from me.



CHORUS:
Let's help this planet
Turn around and around,
Let's help this planet
Turn around and around,
Make it a safe place,
Make it a good place,
Give it a home
In our hearts.

continued . . .

Read the words to the song and
have the student echo in
response.

I lift my arms
Like a bird in the sky,
Pretending to soar like an eagle,
I would be sad
If any birds disappeared,
Don't take them away from me.

(CHORUS)

We can see the world together,
Spinning 'round the sun.
We can share the wonder,
And discover what we can become.

My family and friends
Are the ones I love most,
I feel so good
When they are close,
Mother and father and
Sister and brother,
Don't take them away from me.

(CHORUS)

Let's help this planet
Turn around and around,
Let's help this planet
Turn around and around,
Let's help this planet
Turn around and around.



¹ Jerry Brodey, "Festival," in *Ideas That Sing! Volume 1*, Kim and Jerry Brodey (Toronto: Kim and Jerry Brodey, 1996), 40. Reproduced by permission.

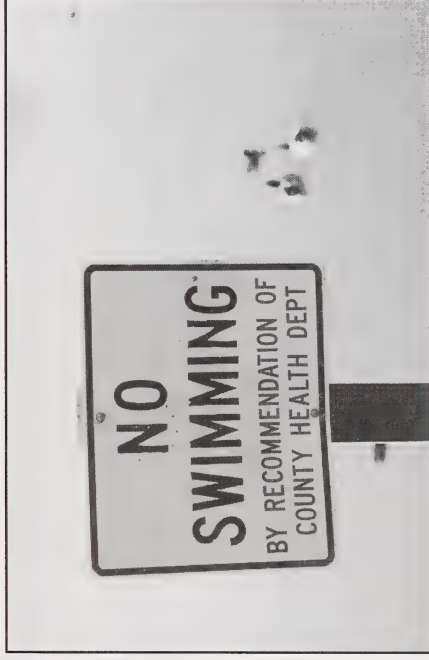
After you warm up your voice, sing along to the song and do the actions.

The people in the song enjoy the wonders of nature. How can these be taken away from them?

The Backward Roll

You learned how to do a forward roll on Day 15. Today you're going to learn to roll backward! Follow the directions as your home instructor reads them.

- Start in the squat position. Place your hands pointing backward over your shoulders, palms up, thumbs toward your ears.
- Tuck your chin into your chest. Sit down and push backward with your toes, staying in the tucked position.



Remind the student to do the usual vocal warm-up exercises. Play the song a few times. Do the actions with the student—swimming, fishing, climbing, and flying like a bird.

Guide the student to say that by cutting down forests, polluting the air, water, and earth, and taking too many fish out of the sea we hurt the planet. All the wonders and beauty of Earth may be lost if we don't change things.

If it's nice outside, take the student outdoors to do this activity. The student should have a mat or heavy blanket for the exercises. Keep a close eye on the student as he or she performs the exercises. Adapt the activity to suit your student's physical capabilities.

To help the student during the backward roll, kneel on one knee away from the student. Place one hand on the back of the student's neck and the other hand under the hip. Push in the direction of the roll to help the student gain enough speed to get the weight of the body over the head.

- Bring your knees to your chest and roll onto your back.
- Push off hard with your hands to land in the squat position on your toes—not on your knees. Keep your weight on your hands at all times—never on your head.

And that's all there is to it! Practise the backward roll a few times until you can do it right.

Make it interesting. Try these as you're doing the backward and forward rolls:

- Start with a forward roll from a squat position; then do a backward roll to finish in the squat (tuck) position.
- How many backward rolls can you do in a row? Finish in the squat position.
- Roll backward with your legs crossed. Keep them crossed throughout the roll.



How Raven Made the Tides



Take out the book *Feel the Power*.

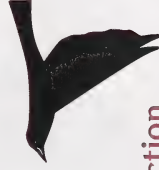
Read "How Raven Made the Tides" aloud.



Journal Time



Take out your journal. Turn to the **Reading Response** section.



What part of this legend did you like best? Why? Which are your favourite illustrations? Why? How would you feel if you were finally able to gather food from the beach? Did you like Raven? Why or why not? Did you like the old woman? Why or why not?

Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.

Have the student answer the questions orally. The student may choose to respond to these or to write his or her own impressions of the legend in the journal.

Provide the student with the Story Elements Chart #2 from the Appendix. Using the headings, review the elements of the story. Help the student as needed to fill in the story elements. See the Home Instructor's Guide for an example.

Record the student's answers on the board under the heading "A Legend." Legends are stories that tell about something in nature, have a problem, tell how a change happened, use animals or people (sometimes both) in the story, and explain events in a simple way.

Brainstorm topics and record the ideas with possible explanations on the board. Use any animal, fish, bird, or insect the student has an interest in. See the Home Instructor's Guide for examples.



Map the Legend

Look at the **Story Elements Chart**. Review the story elements in "How Raven Made the Tides":



Which headings are the easiest to fill in? Fill those in now. Skim through the legend to find all the story elements and the order of events. Fill in the rest of the chart.

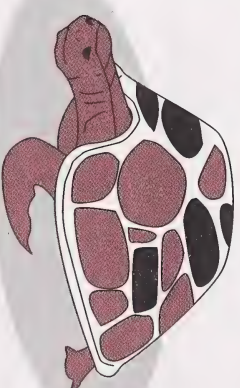
Print your name on the Story Elements Chart when you are done and put it in your Student Folder.



You will send your **Story Elements Chart** to the teacher on Day 18.

Write a Legend

You learned that "How Raven Made the Tides" is a First Nations' legend. What is it about "How Raven Made the Tides" that makes it a legend?



Why Turtle Has a Shell

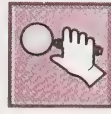
What are some things in nature you would like explained?

Once you have a topic, think about what could happen in the story. Talk about it. Make a story chart to help you plan the story and its elements.

Follow the steps of the writing process when you write your legend. Give it a title. On your final copy, draw a picture from your story.



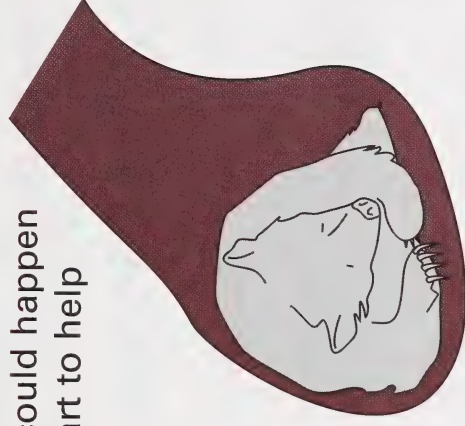
You will send your legend to the teacher on Day 18.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Break for lunch.



Why Bear Sleeps All Winter

Make sure the student plans the story before writing the first draft, by thinking and talking about it and making a story chart. Assist and guide the student by conferencing with him or her at different stages in the writing process.

Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity.

Silent Reading

Enjoy your reading time.

Word Recognition Test



Complete the Word Recognition Test in your Assignment Booklet with your home instructor.

Fun with Phonics

These words or their base words are taken from the legend "How Raven Made the Tides". Read each word aloud.

blackness firmly thankless handful

What is the base word of each?

Each word has a suffix added to the base word.

The base words are *black*, *firm*, *thank*, and *hand*. Guide the student to say that each word ends in a suffix (*ness*, *ly*, *less*, or *ful*).

Review that suffixes are word parts such as *ly*, *ness*, *less*, or *ful* that are added to the end of base words to make new words.



You're going to write other words with the suffixes **ness**, **ly**, **less**, and **ful**. Print the sentences you hear your home instructor dictate on the lines. Circle in black the words that end in **ness**, **ly**, **less**, or **ful**.

1.

2.

3.

4.

Refer to the Home Instructor's Guide for the dictation sentences.



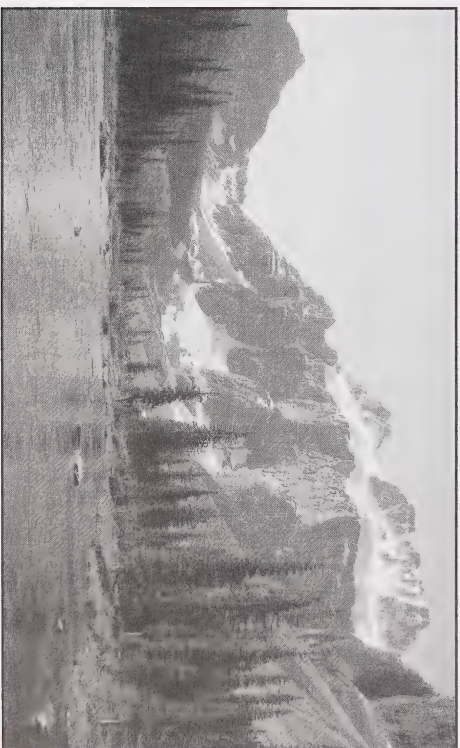
Check the spelling, punctuation, and circled words with the student.

Helping to Care for the Planet

Everything around you is your environment. The world you live in is your environment. A healthy and clean environment is good for your body. It makes you feel happy too.

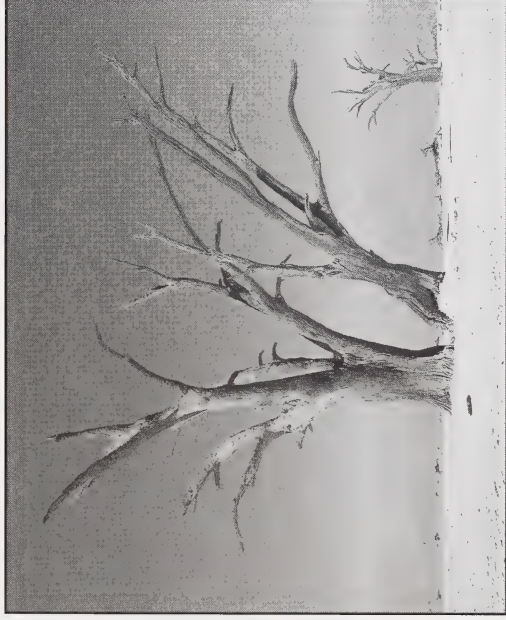
A healthy and clean environment is good for all living things, including small and large animals, and plants too. Without it, animals and plants can suffer and die.

Look at the picture below. It shows a healthy environment with clean air, soil, and water. These things, and sunshine, are needed for plant, animal, and human life.



Look at this picture. What does it show? What do you think caused this to happen?

Pollution harms the planet. Sometimes you can see what it does, like in the picture. Land and water can be polluted with garbage or chemicals. The air can be polluted with smoke, gases, and chemicals. Polluted air can block the sun and be harmful to breathe. Living things cannot survive with polluted land, water, or air.

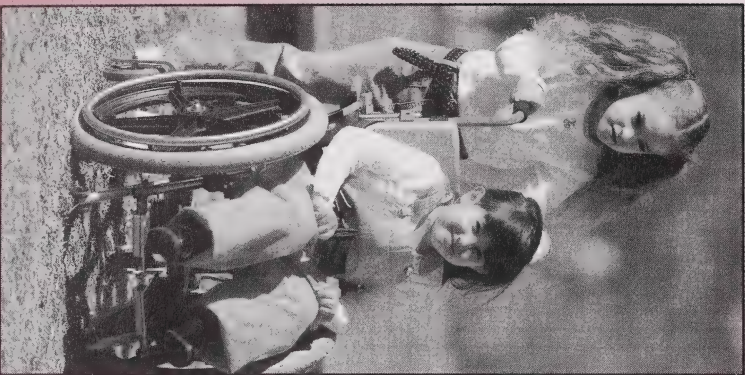


You sang the song “Let’s Help This Planet” this morning. It tells how many people want to save the planet and make it a good and safe place.

There are many ways everyone, including you, your friends, and family members, can help care for the planet and make it a good and safe place. How many ways can you think of?

Guide the student to say that the picture shows an unhealthy environment. Guide the student to understand that pollution may have caused it. Remind the student that *polluting* means making the environment dirty.

Brainstorm ways to make Earth a better place. Discuss each of the items listed in the box and how doing them helps the environment.



Read aloud this list of ways you can reduce pollution and help the environment.

Helping the Environment

- Turn down the thermostat in the house.
- Plant trees in your yard (they filter bad air).
- Recycle paper, cardboard, metal, plastic, and glass.
- Take a quick shower instead of a bath.
- Throw garbage in a garbage can.
- Ride a bicycle or take a bus instead of a car.
- Walk whenever you can.
- Wear a sweater in the house.
- Pick up litter.
- Turn off lights in the house.
- Use cloth bags that can be reused.
- Fix leaky taps.
- Compost.
- Take bags to the store.
- Hang laundry on a line.
- Write on both sides of paper.
- Use rainwater for cleaning.
- Use scrap paper.
- Reuse items.

You are an important part of the world. Just by doing simple things every day, you do a lot to help your environment.



Take out lined paper.

Plan to help the environment. Make a list. Write things you will do to help the environment around your home and community. Give your list a title. Place the list where you will see it every day. Check off each item as you do it.



You will send your list to the teacher on Day 18.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Help the student think of ways he or she will help. Use the items from the Helping the Environment list. An appropriate title might be "How I Will Help the Environment."

Refer to the Home Instructor's Guide for more information about this activity.

Looking Back

What did you enjoy most about today's activities?

What did you like about writing a legend?

Are you going to do many of the activities from the list you made of ways to help the environment? Why or why not?

How are you going to get your friends and family members involved in caring for the environment?



Turn to Assignment Booklet 9B and complete Day 17: Learning Log. Have the student include his or her comments.

Story Time

Relax and enjoy the story!

Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Play “Let’s Help This Planet.” Ask family members to join you in singing it and doing the actions in the song. Discuss what the song means.
- Show how you can do a backward roll.
- Retell the legend of “How Raven Made the Tides” using your story map.
- Read the legend you wrote. Show the illustration.
- Talk about helping the environment and how everyone can help keep it safe.
- Show the list you made.



Day 18: Wonders of the Beach

Today you will learn about all the wonderful things you can see, feel, hear, and do on a beach.

You're almost finished Grade Two Thematic. Congratulations!



Calendar Time

Follow the daily procedure.



Complete Day 18: Assignment 9 in your Assignment Booklet if you have continued the Calendar Time activities.



Work on Module 9: Day 18.

Journal Time



Take out your journal. Turn to the **Personal Writing** section.

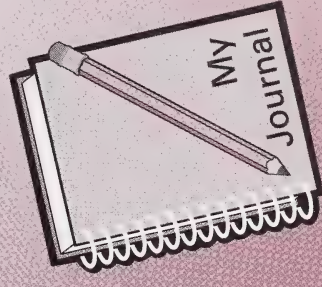
Take a few minutes to think about what you would like to write about. You might want to write about how you feel about nearing the end of your school work for this year, or about any thoughts you have about the school year.

Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.

Module 9B: The Wonders of Nature

Assist the student with selecting a topic as needed.



Have the student discuss his or her experiences at a beach.

Brainstorm beach words. List them on the board. Discuss the connections between the words, such as water words, food words, and so on. Have the student help you arrange the words in a web. See the Home Instructor's Guide for an example.

The Wonders of the Beach

Have you ever been to a beach?

Circle **Yes** or **No**. Was it at a

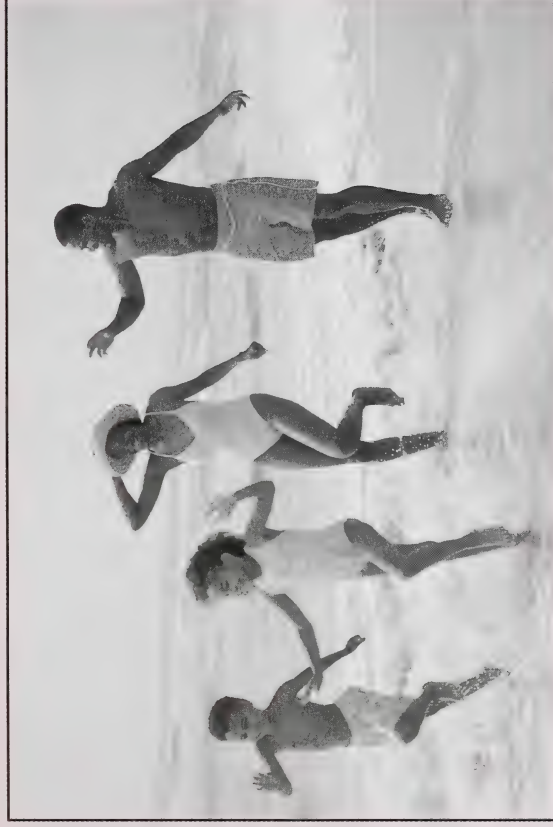
lake or the ocean? What kind of things do you do on the beach?

What words come to your mind when you think of the beach? Help your home instructor make a web with the words.

A story about an ocean beach begins on the next page. Read each page aloud. Your home instructor will ask you some questions when you've read the selection.



At the Beach



I love the beach. It's fun to jump through the waves. I like the way the water foams and curls around my legs. It feels as though I am running through a bubble bath. The sand melts away beneath me as I run.

continued . . .

I love the beach. At the beach, my friends and I build sand castles. When the sand is just right, we build a whole city. We gather pretty stones and bits of driftwood to decorate the castles. I like to pretend that I live in a castle.



It always makes me sad when the tide comes in and washes away our royal towns. Bit by bit the walls crumble down, until nothing is left.

continued . . .



I love the beach. I scoop handfuls of sand to cover my dad. The sun-baked sand trickles through my fingers. It feels like a warm silk scarf slipping through my hands.

Dad jokes that he is buried forever and can't get up. Then suddenly up he jumps. Bits of sand stick to him, and he looks like he has been rolled in icing sugar.

continued . . .

I love the beach. I put on my snorkel and fins. Swimming about, I spot many wonderful things. I find spiky sea stars and tiny fish. Hermit crabs and other small shellfish scurry away from me.

I dream of finding a pirate's treasure as I gaze down at the colourful coral. Who knows what you might find beneath the waves?



I love the beach. It's wonderful to sit in the shade of the beach umbrella and bite into a crisp, cold slice of watermelon. The sweet juice drips down my chin and makes a pink drop on the sand.

continued . . .

I love the beach on a windy day. The wind makes ripples in the sand. It ruffles the sea grass like my mother ruffles my hair. The wind lifts the salt spray to make a gentle mist on my face. The smell of the sea tingles in my nose.



continued . . .

I love the beach. As the shadows grow long, we write our names in the sand. I add a smiling face to show how I feel.

Will our names still be here when we come back tomorrow? Or will the wind and waves erase every trace?



I love the beach. At the end of the day, the sun dips into the ocean and sets the water afire. The warm glow lights my way up the stairs to the road beyond. I look back for one last glance at the wonders of the sea and the sky.

Guide the student through the selection to reread portions and find answers to the questions.

Go back to the selection to answer the following questions:

How does the author describe what the waves look like? How do the waves and sand feel?

What happens to the sand castles when the tide comes in?

What two things does the author compare sand to on page 157?

What kinds of things can be found beneath the waves?

What words are used to tell about the watermelon?

What does the wind do on the beach?

How does the ocean look when the sun goes down?



Help the student brainstorm things that are like the sea, like grass, and like sand. Discuss how they are similar.

Remove the page called "At the Beach" from the Appendix. Have the student complete the three sentences and illustrate one.

It's Just Like . . .

In the story, sand is compared to a warm silk scarf. How is some sand like silk? Did you say smooth or soft?

Circle **Yes** or **No**. Think of something else that is like sand. What is something that is like the sea? How? What is something that is like grass? How?

Complete the page called **At the Beach** from the Appendix.



You will send your work to the teacher at the end of the day.



New Words

These words are from "At the Beach." Read them to your home instructor.

sand

beach

shellfish

Remember, if you have a hard time saying or remembering a word, use the strategies from the **Learning New Words** chart.

Print the new words in alphabetical order.



Check that the words are listed alphabetically.

Check the answers with the student: *shellfish*; *shell* and *fish*; examples are *land*, *hand*, *band*, *grand*, *stand*, *brand*; *a*, *be*, *each*.



These words will not be posted, because the word wall is finished now.



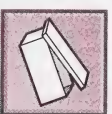
Print the answers to the following on the lines.

Print the compound word. _____

The two words in **shellfish** are _____ and _____.

Replace the first consonant in **sand** with one or more consonants to make three new words. _____

Three little words in **beach** are _____,
 _____, and _____.



Take out your *Collections Writing Dictionary*.

Print the three new words in your writing dictionary.



Take out lined paper.

Write a sentence for each new word, but leave a blank space where the word should go.

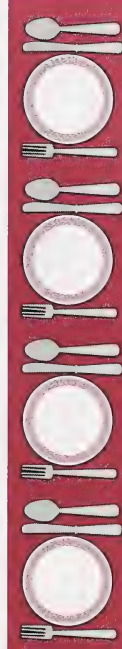
Show the sentences to a family member during Sharing Time. See how many he or she can fill in correctly!



Enrichment (optional)

If you have time, you may want to do an extra activity.

Break for lunch.



Silent Reading

Read silently for ten minutes.

If you go on vacation this summer, remember to take some books!

Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.

Guide the student to say that the words all end in either *ing* or *ed* and the final consonant of the root word is doubled. The base words are *slip*, *swim*, *pat*, and *run*.

Have the student go to the Assignment Booklet to write the sentences you dictate with words with a doubled final consonant and *ing* and *ed* endings.

1. We are planning our trip.
2. That turtle snapped at me!
3. Were you jogging with your dog?
4. The bunny hopped away.



Fun with Phonics

These words are from the story "At the Beach" and the legend "How Raven Made the Tides". Read each word aloud.

slipping swimming patted running

What do you notice about the words? What is the base word of each word?

Here are other short vowel words that have their final consonant doubled before adding **ing** or **ed**. Read each word aloud. Notice how the root words are all short vowel words.

wagged chopping grabbed trotting

You're going to write other words with a **doubled final consonant** and an **ing** or **ed** ending.

Complete Day 18: Assignment 10 in your Assignment Booklet.



Beach Art

Here are three art projects about the beach. Choose to make at least one of them. Use the information you learned in "How Raven Made the Tides" and "At the Beach" to give you ideas.

A Beach Mobile

Include pictures and words about birds, animals, plants, and activities found on the beach. Look at books about the beach to help you get ideas.

Materials

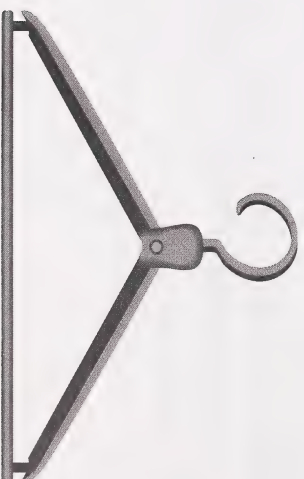
- coat hanger
- crepe paper
- shells, small pebbles
- large needle or hole punch
- magazines, travel brochures, newspapers with pictures of the beach
- crayons
- glue
- scissors
- firm paper
- coloured tag board
- thick thread or yarn

Provide the student with the materials needed for the project he or she has chosen. Read the instructions together. Make sure the student plans the task before beginning. Help the student with the project as needed. If time allows, the student may do more than one art project.

Tell the student that the mobile will show information about the beach. Provide a collection of picture books about the beach for the student to consult.

Instructions

- Cover the hanger with crepe paper.
- Draw pictures or cut pictures from magazines and mount them on firm paper.
- Glue shells or small pebbles to a piece of coloured tag board.
- Write captions for the items.
- Make a hole at the top of each item. Attach a piece of thread through each hole.
- Tie the pictures to the hanger and adjust them so they balance.



A Modelling Clay Beach Scene

This is like the underwater scene you made in Module 8 using modelling clay.

Materials

- coloured modelling clay
- piece of cardboard about 16 cm x 12 cm

Instructions

- Plan the scene you want to make.
- Take a blob of modelling clay and spread it out with your thumbs to make the beach.
- Take another colour and spread it out to make the ocean.
- Make wiggly lines across the ocean with a pencil to make the waves.
- Make the second layer on the beach. You could add shells, clams, seaweed, driftwood, a sandcastle, or anything else you might see at the beach.

Remind the student that a scene is like a picture—it shows something from a moment in time.



A Beach Collage

Use pictures and objects to make a collage. Include pictures and words about birds, animals, plants, and activities found on the beach. Look at books about the beach to help you get ideas.

Materials

- coat hanger
- crayons
- glue
- magazines, travel brochures, newspapers with pictures of the beach
- scissors
- shells, small pebbles
- poster paper
- firm paper

Instructions

- Plan how you want the collage to look.
- Draw pictures on the poster paper.
- Cut pictures and words related to the beach from magazines, brochures, and newspapers and arrange them on the poster paper.



- Glue pieces of shells or small pebbles to the paper.
- Arrange everything the way you like it.
- Glue everything in place.

Display your art work where everyone can see and enjoy it.

Looking Back

What did you like best about this module? Why?

What was the most difficult thing you did in this module?

What did you learn in this module?

How do you feel about finishing Grade Two Thematic?

What are you most proud of this year?

What do you look forward to learning next?

A good way to help the student remember some of the module's past activities is to look at the items being sent to the teacher. Encourage the student to comment on them.

Turn to Assignment Booklet 9B and complete Day 18: Learning Log. Have the student include his or her comments. Also assist the student with completing the course survey at the end of the Assignment Booklet.



Story Time

Relax and enjoy the story!

Sharing Time

Choose a friend or family member to share your ideas about your achievements this year.

- Tell what you enjoyed most throughout the year.
- Talk about what you found the most difficult.
- Tell some of the things you learned to do this year.
- Talk about what you are most proud of.



Module Summary

The Journey Ends

You have just completed Module 9: The Wonders of Nature! In this module, you read and talked about topics such as wind, rain, water, storms, and bats. You explored the wonder and power of each. You even learned how to care for and protect the environment.

You learned some new songs, danced, stretched, and did some gymnastics.

Smile! Most important of all, you have completed Grade Two Thematic! Congratulations on this year's accomplishments!





Appendix

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Title Page

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Welcome Page

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rode Sasha rode his bike to school.	road This is the road to town.	heel The heel of my left shoe is worn.	heal Jo's cut finger will heal soon.
see Look in the mirror to see your new haircut.	sea Dolphins live in the sea.	I I ate all of my lunch today.	eye The wind blew something into his eye.
blue Her favourite colour is blue.	blew The wind blew all day.	one That is the one he wants.	won Who won the game today?

tail

The dog wags his tail when he is happy.

tale

Your story is a good tale.

to

Jason went to school.

two

Megan has two cats.

here

Here comes the ball.

hear

Did you hear the wind in the trees?

wood would

The birdhouse is made of wood.

I would wear a raincoat today.

weak

Suddenly, Jeff felt weak.

week

How many days are there in a week?

sew

Dad will sew the button back on.

so

She is so tall for her age.

Title: "Nana Moves In"

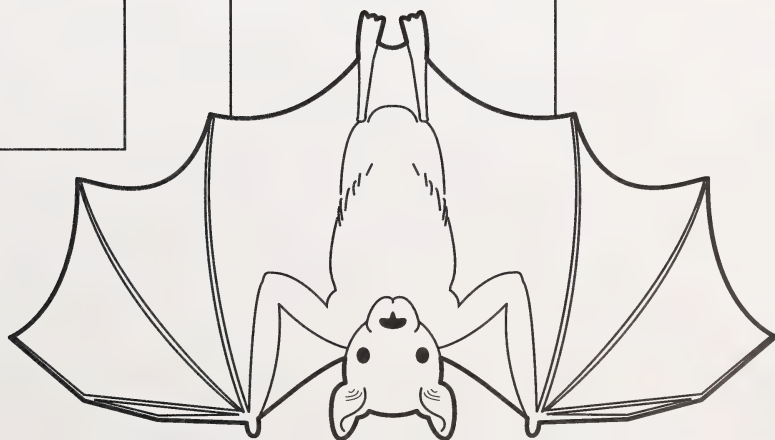
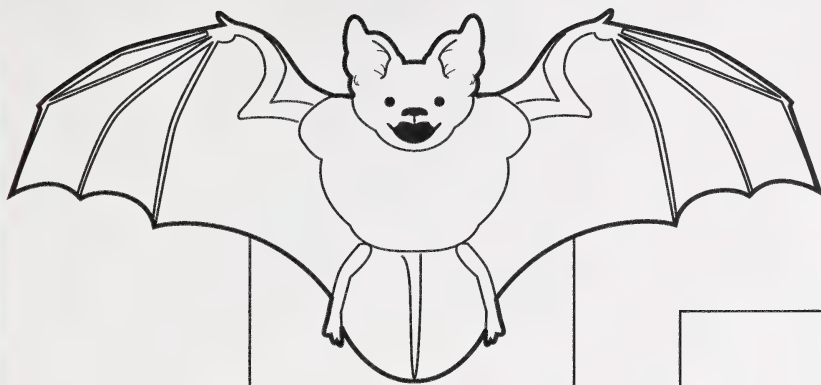
Characters

Setting

Problem

Events

Solution





Western Mastiff Bat



Lesser Long-Nosed Bat



Grey Bat



Townsend's Big-Eared Bat

Lesser Long-Nosed Bat

This reddish-brown nectar bat pollinates many large desert plants. Giant cacti cannot survive without this bat. Southwestern desert ecosystems cannot survive without giant cacti. The lesser long-nosed bat is endangered because its cave roosts have been disturbed or destroyed.

Western Mastiff Bat

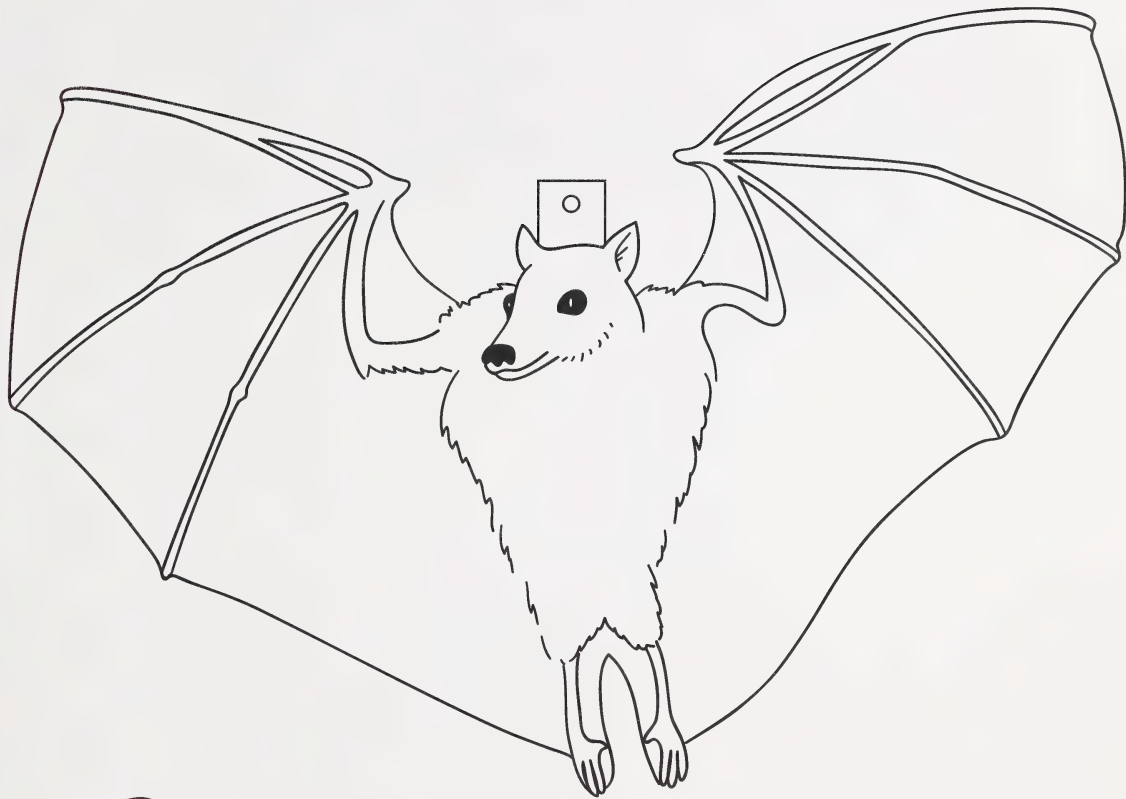
The western mastiff bat is the largest bat in North America. It has a wingspan of nearly 30 cm. This dark grey bat roosts in cliff faces in the Southwest. It feeds high above the ground. Not much else is known about mastiff bats. They are considered endangered because they can no longer be found where they used to roost.

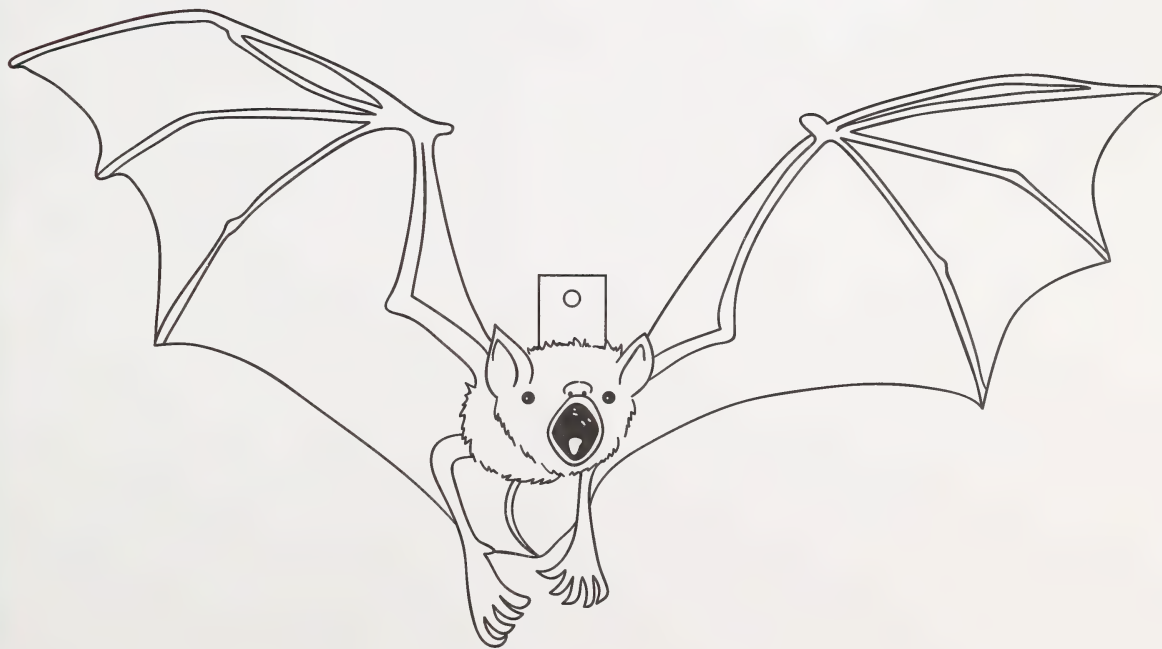
Townsend's Big-Eared Bat

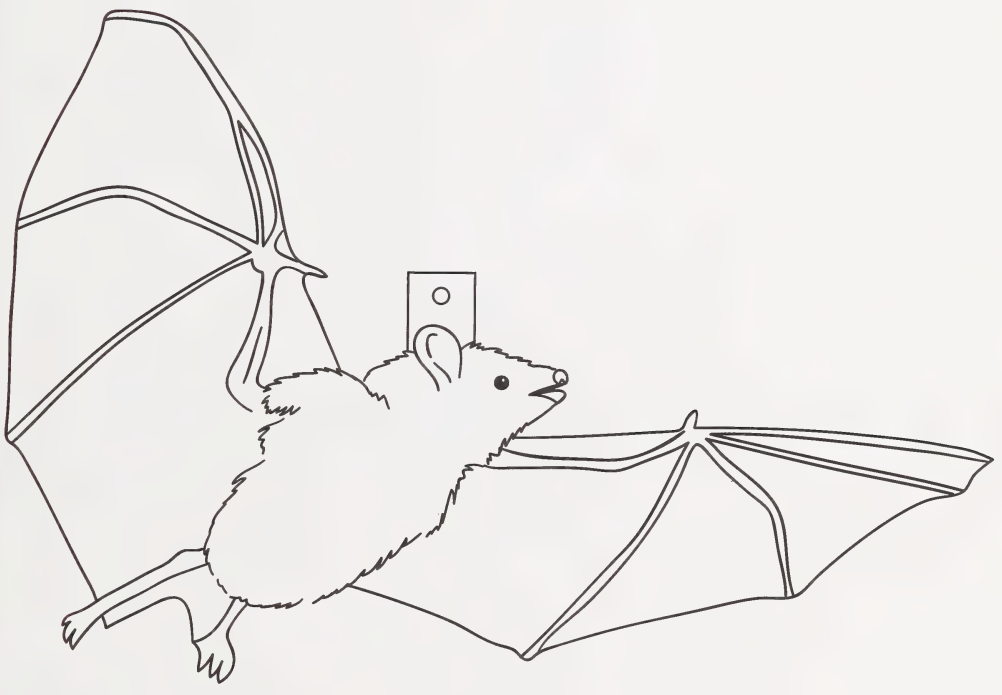
This bat's name says a lot about it. Its huge ears help to find moths to eat. When the bat is sleeping, the ears roll up and look like ram's horns. The base of the ear looks like an accordion. This tan-coloured bat lives in the entrances of caves. It is endangered because humans disturb its habitat.

Grey Bat

You can guess the color of this bat. A grey bat can eat as many as 3000 insects in one night. It spends most of its life in caves. The grey bat became endangered because people disturbed its cave roosts. Since they are now protected, the number of grey bats is increasing.







Title: "How Raven Made the Tides"

Authors:

Characters

Setting

Problem

Events

Solution

Complete the three sentences below.

The sea is like _____

because _____

Sand is like _____

because _____

Grass is like _____

because _____

Draw a picture for one of your sentences below.

